

# Reconceptualizing Teacher Professionalism in Islamic Primary Education: Integrating Islamic and Global Frameworks

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**Abstract:** This study critically reconceptualizes teacher professionalism and performance in Islamic primary education by positioning Islamic intellectual traditions in dialogue with contemporary global educational frameworks. Despite extensive research, dominant models of teacher professionalism remain largely technocratic, systematically privileging measurable competencies while neglecting ethical and spiritual dimensions. This study employs a systematic literature review (SLR) following PRISMA guidelines, analyzing peer-reviewed articles retrieved from Scopus, Web of Science, and Google Scholar, published between 2016 and 2025. The study selection process involved identification, screening, eligibility assessment, and final inclusion stages, ensuring methodological transparency and rigor. The data were analyzed using thematic analysis to identify key patterns related to teacher professionalism, performance, and learning quality. The findings reveal that teacher professionalism in Islamic education is a multidimensional construct integrating pedagogical competence, professional expertise, and ethical-spiritual values such as *adab*, *amanah*, and *ihsan*. Teacher performance is shaped by both internal factors, including motivation and psychological well-being, and external conditions such as institutional support and professional learning environments. Furthermore, the results demonstrate that the interaction between professionalism and performance significantly enhances learning quality, particularly in fostering holistic student development. The novelty of this study lies in its integrative framework, which challenges dominant technocratic models by embedding ethical and spiritual dimensions within contemporary theories of teacher effectiveness. This study contributes theoretically by advancing a more holistic and context-sensitive understanding of teacher professionalism and practically by informing the design of teacher development programs that are both globally informed and ethically grounded.

**Abstrak:** Penelitian ini merekonseptualisasi secara kritis profesionalisme dan kinerja guru dalam pendidikan dasar Islam dengan menempatkan tradisi intelektual Islam dalam dialog dengan kerangka pendidikan global kontemporer. Meskipun telah banyak diteliti, model profesionalisme guru yang dominan masih bersifat teknokratis, cenderung menekankan kompetensi yang terukur dan mengabaikan dimensi etika serta spiritual secara sistematis. Penelitian ini menggunakan pendekatan *systematic literature review (SLR)* dengan mengikuti pedoman PRISMA, dengan menganalisis artikel ilmiah bereputasi yang diperoleh dari database Scopus, Web of Science, dan Google Scholar, yang diterbitkan antara tahun 2016 hingga 2025. Proses seleksi dilakukan melalui tahapan identifikasi, penyaringan, penilaian kelayakan, dan inklusi akhir untuk menjamin transparansi dan ketelitian metodologis. Data dianalisis menggunakan analisis tematik untuk mengidentifikasi pola utama terkait profesionalisme guru, kinerja guru, dan mutu pembelajaran. Hasil penelitian menunjukkan bahwa profesionalisme guru dalam pendidikan Islam merupakan konstruksi multidimensional yang mengintegrasikan



*kompetensi pedagogik, keahlian profesional, serta nilai-nilai etika dan spiritual seperti adab, amanah, dan ihsan. Kinerja guru dipengaruhi oleh faktor internal seperti motivasi dan kesejahteraan psikologis, serta faktor eksternal seperti dukungan institusi dan lingkungan pengembangan profesional. Selain itu, hasil penelitian menunjukkan bahwa interaksi antara profesionalisme dan kinerja guru berperan signifikan dalam meningkatkan mutu pembelajaran, khususnya dalam pengembangan peserta didik secara holistik. Kebaruan penelitian ini terletak pada kerangka integratif yang menantang model profesionalisme guru yang bersifat teknokratis dengan mengintegrasikan dimensi etika dan spiritual ke dalam teori efektivitas guru kontemporer. Penelitian ini berkontribusi secara teoretis dalam memperkaya pemahaman profesionalisme guru yang lebih holistik dan kontekstual, serta secara praktis memberikan arah bagi perancangan program pengembangan guru yang tidak hanya berorientasi global tetapi juga berlandaskan nilai-nilai etika dan spiritual.*

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## INTRODUCTION

Teacher professionalism has become a central concern in global educational discourse due to its decisive role in shaping learning quality and student outcomes. Contemporary scholarship consistently conceptualizes teacher professional development as a multidimensional and evolving process that integrates formal education, institutional training, and self-directed learning (Abakah, 2023). Within this perspective, both individual and collaborative learning activities contribute to the enhancement of teachers' subject knowledge, pedagogical competence, and professional identity (Wang & An, 2023). Furthermore, the integration of digital technologies and reflective practices has expanded the boundaries of teacher professionalism by enabling continuous self-assessment and adaptive professional growth (Leibur et al., 2023). These developments reflect the increasing complexity of teacher professionalism in rapidly changing educational environments.

Closely related to this, teacher professionalism is widely acknowledged as a key determinant of teacher performance, which in turn directly influences student achievement and overall school effectiveness. Empirical evidence indicates that teacher performance is shaped not only by pedagogical competence but also by psychological well-being, professional commitment, and institutional support systems (Hamedinasab et al., 2023; Zhao, 2023). In addition, teacher support and instructional practices significantly affect students' academic engagement and performance (García-Moya et al., 2023). Recent studies further extend the concept of professionalism by incorporating dimensions such as digital literacy, adaptive expertise, and professional agency (Nagel et al., 2023). However, despite these advancements, persistent challenges, including bias in assessment and contextual limitations in evaluation frameworks, suggest that teacher performance remains a theoretically fragmented and empirically complex construct (Zanga & De Gioannis, 2023).

Nevertheless, a critical limitation in the existing body of literature lies in its predominant reliance on Western-centric educational frameworks, which

systematically privilege technical competence, measurable outcomes, and standardized accountability mechanisms. While these frameworks have contributed significantly to the advancement of educational effectiveness, they tend to marginalize or overlook ethical, spiritual, and value-based dimensions of teaching that are central in non-Western epistemologies. In contrast, Islamic educational philosophy is fundamentally grounded in a holistic paradigm that integrates intellectual, moral, and spiritual development (Halstead, 2004). Within this tradition, teacher professionalism is not merely a function of technical competence but is intrinsically linked to ethical and spiritual virtues such as *adab* (ethical conduct), *amanah* (trustworthiness), and *ihsan* (excellence). This perspective aligns with classical Islamic thought, which positions education as a process of moral and spiritual transformation rather than mere knowledge transmission (Falaqi et al., 2025).

Classical Muslim scholars, particularly Al-Ghazali, conceptualized teachers as moral exemplars whose responsibilities extend beyond instructional delivery to encompass character formation and spiritual guidance. Despite the theoretical richness of these perspectives, they remain structurally underrepresented and theoretically underdeveloped in contemporary discussions on teacher professionalism and performance. As a result, dominant global frameworks risk producing a reductionist understanding of teacher professionalism that inadequately captures its ethical and spiritual dimensions, particularly in Islamic educational contexts.

Furthermore, the current literature demonstrates a significant lack of integrative dialogue between Islamic educational values and contemporary global theories of teacher effectiveness. While modern frameworks emphasize competencies such as instructional effectiveness, reflective practice, and professional collaboration (Darling-Hammond et al., 2020; OECD, 2019), they rarely engage with religious and cultural epistemologies that shape educational practices in Muslim societies. This disconnect is especially evident in Islamic primary education, where teachers are expected to simultaneously fulfill academic, moral, and religious roles. Consequently, existing models of teacher professionalism and performance remain insufficiently equipped to address the complexity of teaching within such contexts.

In response to these theoretical and conceptual gaps, this study seeks to reconceptualize teacher professionalism and performance by critically integrating Islamic intellectual traditions with contemporary global educational frameworks. Specifically, this study aims to: (1) analyze the multidimensional nature of teacher professionalism from both Islamic and global perspectives; (2) examine the dynamic relationship between teacher professionalism and performance; and (3) develop an integrative conceptual framework that bridges Islamic educational values with established theories of teacher effectiveness.

By employing a systematic literature review approach, this study contributes to the advancement of Islamic education research in three significant ways. First, it offers a critical and theoretically grounded reconceptualization of teacher professionalism that challenges the dominance of technocratic and outcome-oriented paradigms. Second, it establishes a meaningful dialogue between Islamic epistemological traditions and global educational discourse, thereby enriching the

conceptual landscape of teacher professionalism. Third, it provides practical and policy-relevant insights for designing teacher professional development programs that are not only globally informed but also contextually and ethically grounded.

## **METHOD**

This study employed a systematic literature review (SLR) approach to examine teacher professionalism and performance within the context of Islamic primary education. The SLR method was selected to ensure a comprehensive, transparent, and replicable process for identifying, evaluating, and synthesizing relevant scholarly literature. This approach is particularly suitable for integrating diverse theoretical perspectives, including Islamic intellectual traditions and contemporary global educational frameworks, into a coherent analytical model. The review process adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which provide a rigorous and standardized protocol for conducting systematic reviews and enhancing methodological transparency (Page et al., 2021).

### **Search Strategy and Data Sources**

Relevant studies were identified through systematic searches in major academic databases, including Scopus, Web of Science, and Google Scholar, due to their extensive coverage of peer-reviewed international publications. The search process was conducted using structured keyword combinations and Boolean operators to ensure both breadth and precision. The primary search string included combinations such as: (“teacher professionalism” OR “teacher competence”) AND (“teacher performance” OR “teaching effectiveness”) AND (“Islamic education” OR “religious education”) AND (“primary education” OR “elementary education”) AND (“learning quality” OR “learning outcomes”).

To ensure comprehensiveness, backward and forward citation tracking was also applied to identify additional relevant studies. In addition to peer-reviewed journal articles, selected books and conference proceedings were included to provide theoretical grounding, particularly in relation to Islamic educational thought. Previously cited studies in the initial manuscript were retained to maintain continuity with existing scholarship (e.g., Abakah, 2023; Wang & An, 2023; Hamedinasab et al., 2023).

### **Inclusion and Exclusion Criteria**

To ensure the quality, relevance, and rigor of the selected literature, explicit inclusion and exclusion criteria were applied. The inclusion criteria comprised: (1) peer-reviewed journal articles indexed in Scopus or equivalent databases; (2) publications published between 2016 and 2025 to ensure up-to-date scholarly insights; (3) studies focusing on teacher professionalism, teacher performance, or learning quality; and (4) research relevant to Islamic education or comparable educational contexts.

Conversely, the exclusion criteria included: (1) non-academic publications; (2) studies unrelated to education or teacher development; (3) articles lacking methodological clarity or rigor; and (4) duplicate records identified across databases.

## **Screening and Selection Process**

The study selection process followed a multi-stage screening procedure in accordance with PRISMA guidelines (Page et al., 2021). First, all identified records from the databases were compiled and screened to remove duplicates. Second, titles and abstracts were reviewed to assess their relevance to the research objectives. Third, full-text articles were evaluated against the predefined inclusion and exclusion criteria. Only studies that met all criteria were included in the final review corpus.

Throughout the screening process, careful documentation was maintained to ensure transparency and replicability. The overall procedure involved identification, screening, eligibility assessment, and final inclusion, consistent with PRISMA standards. This structured process ensured that the final dataset comprised studies with strong theoretical and empirical relevance to the research topic.

## **Data Analysis and Coding Procedure**

The selected studies were analyzed using thematic analysis, which enables the systematic identification, organization, and interpretation of recurring patterns across the literature (Braun & Clarke, 2006). The analysis was conducted through several stages, including familiarization with the data, initial coding, theme development, and refinement.

The analytical framework focused on three primary themes: (1) the dimensions of teacher professionalism, (2) the determinants of teacher performance, and (3) the relationship between professionalism, performance, and learning quality. Qualitative content analysis was employed as an interpretive approach to synthesize findings across studies, emphasizing abstraction, categorization, and theoretical integration to enhance analytical depth (Lindgren et al., 2020).

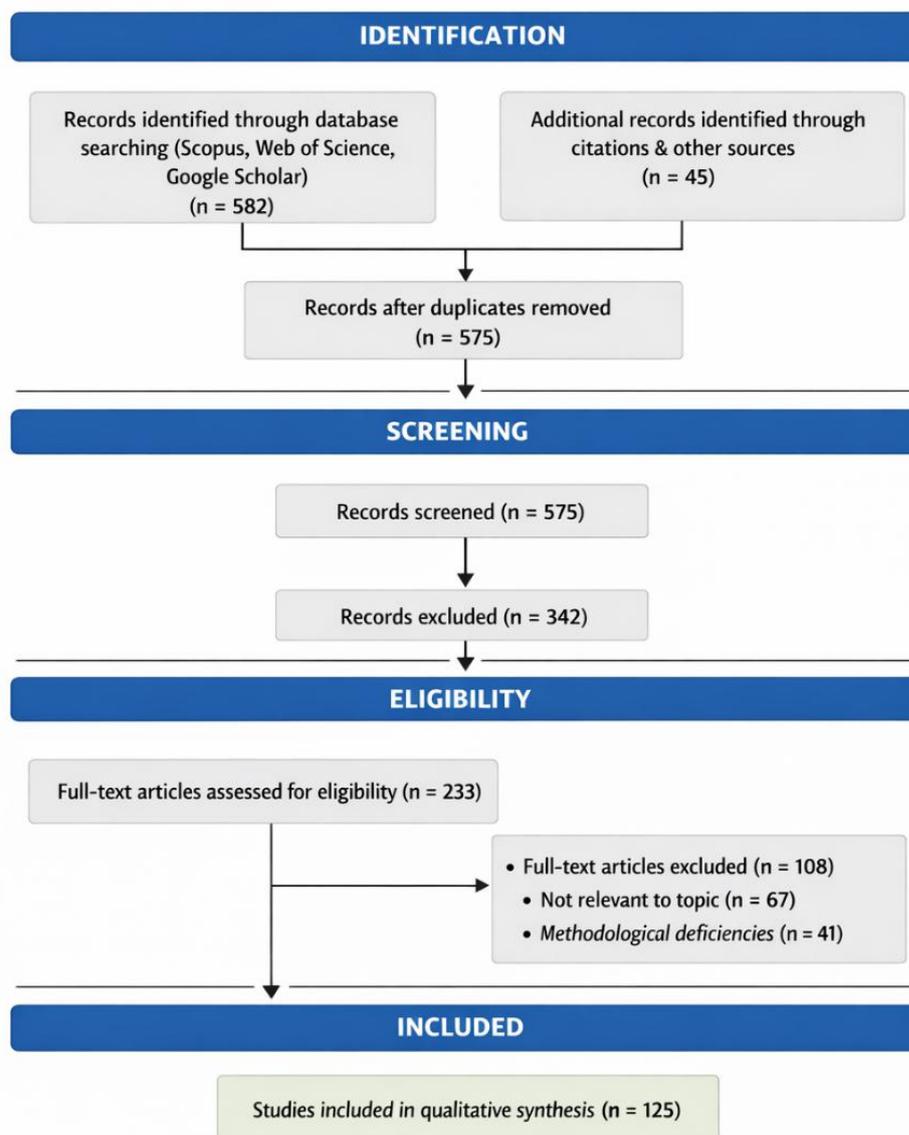
To strengthen analytical rigor, a systematic coding scheme was developed to classify key concepts, relationships, and theoretical perspectives. Codes were iteratively refined to ensure consistency and conceptual clarity across the dataset.

## **Validity and Reliability**

To ensure the validity and reliability of the findings, several methodological strategies were implemented. First, triangulation was conducted by integrating sources from multiple databases and disciplinary perspectives. Second, a systematic and transparent coding process was applied to enhance consistency in data interpretation. Third, detailed documentation of each stage of the review process was maintained to ensure auditability and replicability.

In addition, peer debriefing and iterative refinement of themes were employed to minimize interpretive bias and enhance analytical credibility. These procedures strengthen the trustworthiness, dependability, and confirmability of the study, aligning with established standards for systematic literature review research (Snyder, 2019).

Through this rigorous methodological approach, the study provides a robust and theoretically grounded foundation for reconceptualizing teacher professionalism and performance by integrating Islamic educational values with contemporary global frameworks.



**Figure 1.** PRISMA Flow Diagram Illustrating the Study Selection Process

The PRISMA flow diagram illustrates the systematic process of study selection conducted in this review. In the identification stage, a total of records were retrieved from major academic databases, including Scopus, Web of Science, and Google Scholar, along with additional records identified through citation tracking and other sources. After removing duplicate entries, the remaining records were subjected to the screening stage, where titles and abstracts were evaluated to determine their relevance to the research objectives. Subsequently, in the eligibility stage, full-text articles were assessed based on predefined inclusion and exclusion criteria, leading to the exclusion of studies that were not relevant or lacked methodological rigor. Finally, in the inclusion stage, only studies that met all criteria were retained and included in the qualitative synthesis. This rigorous and transparent selection process ensures the reliability, validity, and comprehensiveness of the literature included in this systematic review, in accordance with PRISMA guidelines.

## RESULTS AND DISCUSSION

### Results

The findings of this systematic literature review are synthesized into three interrelated thematic domains: (1) the multidimensional nature of teacher professionalism, (2) the determinants of teacher performance, and (3) the dynamic relationship between professionalism, performance, and learning quality within the context of Islamic primary education. Rather than treating these domains as isolated constructs, the analysis reveals their conceptual interdependence and cumulative influence on educational outcomes.

### Dimensions of Teacher Professionalism

The findings indicate that teacher professionalism should be understood as a multidimensional construct that extends beyond technical competence to encompass pedagogical, ethical, and contextual dimensions. Across the reviewed literature, professionalism is consistently framed as a combination of pedagogical competence, personal integrity, social responsibility, and professional expertise. In the Indonesian context, these dimensions are institutionally formalized within national education standards, which define teacher competence in terms of pedagogical, personal, professional, and social domains (Bahri et al., 2025; Afifuddin et al., 2025; Fathurrochman et al., 2025). While this framework provides a structured and measurable model of professionalism, it tends to emphasize compliance with institutional expectations rather than the deeper integration of professional identity and ethical orientation.

Beyond these formal competency frameworks, the literature consistently highlights the importance of continuous professional development as a defining characteristic of professionalism. Teachers are not positioned as static holders of knowledge but as active agents engaged in ongoing learning through self-directed inquiry, collaborative engagement, and participation in professional learning communities (Abakah, 2023; Maipath & Zulu, 2025; Wang & An, 2023). This perspective aligns with global theoretical models that conceptualize professionalism as a dynamic, evolving process shaped by reflective practice and lifelong learning (Darling-Hammond et al., 2020). However, the findings also suggest that such models often prioritize cognitive and technical dimensions while insufficiently addressing ethical and spiritual aspects.

From an Islamic perspective, teacher professionalism is fundamentally redefined as a holistic construct that integrates intellectual competence with moral and spiritual responsibility. The literature demonstrates that Islamic educational thought places strong emphasis on ethical values such as sincerity, responsibility, and moral integrity as core components of professionalism (Halstead, 2004). Classical and contemporary interpretations further reinforce the view that teachers function as moral exemplars who actively cultivate students' character and spiritual awareness (Zul et al., 2026). This perspective introduces a critical expansion of the concept of professionalism by embedding it within a value-based and ethically grounded framework, thereby challenging dominant technocratic interpretations.

Moreover, the findings reveal that professional teachers are characterized by their capacity for contextual adaptability, responsiveness to diverse student needs, and the integration of interdisciplinary knowledge into pedagogical practice. These

characteristics align with contemporary constructs such as adaptive expertise and professional agency, which are increasingly recognized as essential components of teacher professionalism in complex educational environments (Nagel et al., 2023). Taken together, these findings suggest that teacher professionalism is best conceptualized as an integrative construct that combines technical competence, continuous development, and ethical-spiritual orientation.

### **Determinants of Teacher Performance**

The findings demonstrate that teacher performance is shaped by a complex interplay of individual, organizational, and contextual factors, rather than being reducible to observable instructional outcomes alone. At the individual level, competence, motivation, and professional commitment emerge as central determinants of performance (Kanya et al., 2021; Gemmink et al., 2021; Siri et al., 2020; Ma, 2022). Teachers who possess strong pedagogical knowledge and high levels of intrinsic motivation are consistently associated with more effective instructional practices and improved student engagement (Zou et al., 2024; Bukhari et al., 2023).

Importantly, the analysis highlights the significant role of psychological dimensions, particularly well-being and optimism, in mediating teacher performance. Empirical evidence suggests that teachers' psychological well-being not only influences their teaching behavior but also strengthens their professional commitment, thereby reinforcing performance outcomes (Zhao, 2023). In parallel, professional learning environments that promote collaboration, knowledge sharing, and continuous feedback contribute to sustained improvements in teacher performance (Hamedinasab et al., 2023). These findings underscore the limitation of performance models that focus solely on measurable outputs without considering underlying psychological and relational factors.

At the organizational level, leadership support, institutional culture, and access to professional development opportunities are identified as critical enabling conditions for teacher performance. Supportive leadership practices enhance teacher motivation, foster a positive work environment, and facilitate the effective implementation of instructional strategies (Sariakin et al., 2025; Amtu et al., 2020). Furthermore, targeted interventions such as coaching, mentoring, and performance-based feedback have been shown to significantly improve teachers' instructional quality and technological integration (Coogle et al., 2021; Rakap & Balicki, 2023). These findings reinforce the argument that teacher performance is not solely an individual attribute but is structurally embedded within institutional and organizational contexts.

In addition, the findings emphasize the influence of broader social and contextual factors, including communication patterns, professional discipline, and community engagement. Teachers who establish strong relational networks with students, colleagues, and the wider community are more likely to demonstrate effective and sustained performance. However, persistent challenges such as bias in assessment practices and methodological limitations in evaluation systems (Zanga & De Gioannis, 2023) indicate that existing performance measurement frameworks remain insufficiently equipped to capture the multidimensional nature of teacher

performance. This highlights the need for more integrative and context-sensitive approaches to performance evaluation.

### **Professionalism, Performance, and Learning Quality**

The findings reveal a strong and dynamic interrelationship between teacher professionalism, teacher performance, and learning quality, suggesting that these constructs operate as mutually reinforcing dimensions within the educational process. Teacher professionalism provides the foundational competencies, ethical orientation, and professional identity necessary for effective teaching, while teacher performance represents the enactment of these attributes in instructional practice.

Learning quality is conceptualized as a multidimensional outcome that extends beyond cognitive achievement to include affective and behavioral development. The literature consistently indicates that high-quality learning environments are characterized by interactive, student-centered, and engaging instructional practices that promote active participation and meaningful learning experiences (Sørensen et al., 2023; Cooper et al., 2024). However, the findings also suggest that such pedagogical approaches are most effective when supported by strong professional competencies and ethical commitment on the part of teachers.

From a systems perspective, learning quality is influenced by the integration of planning, implementation, and evaluation processes, which require continuous coordination and improvement (Díez et al., 2020; Efendi, 2022). Within this framework, teacher professionalism and performance function as key drivers that ensure the coherence and effectiveness of educational practices. Importantly, the findings extend this perspective by demonstrating that learning quality is not limited to academic outcomes but also encompasses character development, social skills, and moral values (Kuo et al., 2024; Hosokawa et al., 2024). This broader conceptualization aligns closely with Islamic educational principles, which emphasize holistic human development.

Furthermore, the integration of digital competence and innovative pedagogical strategies emerges as a critical factor in enhancing learning quality in contemporary educational contexts. The use of interactive technologies and student-centered approaches has been shown to significantly improve student engagement and learning outcomes (Leibur et al., 2023; Hossain, 2023). Nevertheless, the effectiveness of these approaches depends on teachers' ability to integrate technological, pedagogical, and ethical dimensions in a coherent and contextually responsive manner.

Overall, the findings suggest that learning quality is not merely the product of instructional techniques but is fundamentally shaped by the interaction between teacher professionalism, performance, and ethical orientation. This reinforces the argument that effective education requires not only technically competent teachers but also professionals who are ethically grounded and contextually responsive.

### **Discussion**

The findings of this study provide a theoretically grounded and critically informed understanding of teacher professionalism and performance in Islamic primary education by positioning Islamic intellectual traditions in dialogue with contemporary global educational frameworks. Rather than merely integrating these

perspectives, this discussion critically interrogates the epistemological limitations of dominant models and advances a more comprehensive conceptualization of teacher professionalism.

### **Reconceptualizing Teacher Professionalism: Challenging Technocratic Paradigms**

The findings demonstrate that teacher professionalism cannot be adequately understood within the narrow confines of technical competence and measurable performance indicators that dominate contemporary global frameworks. While widely accepted models define professionalism in terms of pedagogical knowledge, instructional effectiveness, and continuous professional development (Darling-Hammond et al., 2020; OECD, 2020), such approaches tend to privilege technocratic and outcome-oriented dimensions while marginalizing ethical and spiritual considerations.

This study extends existing scholarship by arguing that these dominant frameworks are not only incomplete but also epistemologically limited when applied to Islamic educational contexts. In contrast, Islamic intellectual traditions conceptualize teacher professionalism as an inherently ethical and spiritual practice, grounded in values such as *adab*, *amanah*, and *ihsan*. These values reframe professionalism as a moral undertaking that integrates responsibility, integrity, and excellence into pedagogical practice.

The perspectives of classical scholars, particularly Al-Ghazali, further reinforce this position by situating teachers as moral exemplars (*murabbi*) whose role encompasses character formation and spiritual guidance (Khasawneh et al., 2022; Alhaib & Alsandi, 2022). This conceptualization fundamentally challenges the reductionist tendency of global frameworks that equate professionalism with measurable competencies. Instead, it advances a more holistic paradigm in which professionalism is understood as the integration of cognitive expertise, ethical commitment, and spiritual awareness.

Importantly, this argument resonates with broader critical perspectives in education that question the dominance of performativity and standardization, emphasizing instead the need for value-based and humanistic approaches to professional practice (Biesta, 2020). Thus, this study contributes to the ongoing theoretical debate by repositioning teacher professionalism as a multidimensional construct that cannot be fully captured through technocratic metrics alone.

### **Rethinking Teacher Performance: Beyond Observable Outcomes**

The findings also necessitate a critical re-examination of teacher performance as a multidimensional and context-dependent construct. Existing literature often conceptualizes performance primarily in terms of observable instructional outcomes and student achievement (Hattie, 2009). While such indicators provide measurable benchmarks, they risk oversimplifying the complexity of teaching by neglecting the internal and relational dimensions that shape professional practice.

This study demonstrates that teacher performance is equally influenced by internal factors, including motivation, psychological well-being, and professional commitment (Zhao, 2023), as well as by external conditions such as institutional support and professional learning environments (Kareem et al., 2025; Hamedinasab

et al., 2023). These findings challenge performance models that rely exclusively on external evaluation systems, suggesting that such approaches are inherently limited in capturing the full spectrum of teacher effectiveness.

From an Islamic perspective, the concept of *niyyah* (intention) introduces a critical theoretical dimension that is largely absent in contemporary performance frameworks. By emphasizing the role of sincerity and moral intention, this perspective redefines performance as not only an outcome-oriented construct but also an ethically grounded process. In this sense, teacher performance becomes a reflection of both external practice and internal moral consciousness.

Furthermore, the findings highlight the structural embeddedness of teacher performance within organizational and social contexts. Leadership practices, institutional culture, and collaborative professional environments significantly shape teachers' capacity to perform effectively (Desimone & Garet, 2015; Sariakin et al., 2025; Amtu et al., 2020). At the same time, persistent issues such as bias in assessment and limitations in evaluation methodologies (Zanga & De Gioannis, 2023) reveal critical shortcomings in existing performance measurement systems.

Taken together, these insights suggest the need for a more integrative model of teacher performance that combines quantitative indicators with qualitative, contextual, and ethical dimensions. Such an approach would provide a more accurate and comprehensive understanding of teacher effectiveness, particularly in culturally and religiously grounded educational settings.

### **Professionalism, Performance, and Learning Quality: Towards a Holistic Educational Paradigm**

The relationship between teacher professionalism, teacher performance, and learning quality emerges as a central and theoretically significant finding of this study. Rather than operating as independent constructs, these dimensions function as an interconnected system in which professionalism informs performance, and performance mediates the realization of learning quality.

From a global perspective, learning quality is typically defined in terms of student achievement and instructional effectiveness (OECD, 2020). However, the findings of this study challenge this narrow conceptualization by demonstrating that, within Islamic educational contexts, learning quality encompasses a broader spectrum of outcomes, including character formation, moral development, and spiritual growth. This expanded understanding aligns with the principles of holistic education, which emphasize the integration of cognitive, affective, and spiritual dimensions of learning (Miseliunaite et al., 2022; Syaukani et al., 2023).

This perspective is further supported by Islamic educational philosophy, which conceptualizes education as a transformative process aimed at developing the whole person (Halstead, 2004). Consequently, learning quality cannot be reduced to measurable academic outcomes but must be understood as a multidimensional construct shaped by both pedagogical effectiveness and ethical orientation.

The findings also highlight the critical role of pedagogical innovation and digital competence in enhancing learning quality. Student-centered approaches, interactive teaching methods, and the integration of digital technologies have been

shown to significantly improve student engagement and learning outcomes (Leibur et al., 2023; Hossain, 2023). However, this study argues that the effectiveness of such approaches is contingent upon their alignment with ethical principles and professional responsibility.

Importantly, the analysis demonstrates that learning quality is deeply influenced by the moral and professional character of the teacher. This reinforces the argument that effective education requires not only technically competent practitioners but also ethically grounded educators who can serve as role models for students. In this sense, teacher professionalism and performance are not merely instrumental factors but foundational elements in the cultivation of meaningful and holistic learning experiences.

### **Theoretical Contribution: Advancing an Integrative Framework of Islamic Teacher Professionalism**

Building on the findings, this study advances an integrative conceptual framework of teacher professionalism in Islamic education that reconceptualizes the relationship between competence, performance, and ethical values. The proposed framework consists of three interconnected dimensions: (1) the technical dimension, encompassing pedagogical competence, subject knowledge, and instructional skills; (2) the professional dimension, including performance, collaboration, and continuous professional development; and (3) the ethical-spiritual dimension, comprising *adab*, *amanah*, *ihsan*, and moral responsibility.

Unlike conventional models that treat these dimensions as separate or hierarchical, this framework emphasizes their dynamic interaction and mutual reinforcement. Teacher professionalism is thus understood as an emergent construct arising from the integration of technical expertise, professional practice, and ethical-spiritual orientation.

This framework contributes to the literature in two significant ways. First, it challenges the dominance of technocratic models of teacher professionalism by introducing an ethically grounded and context-sensitive alternative. Second, it bridges the theoretical gap between Islamic intellectual traditions and contemporary global educational theories, offering a more comprehensive and inclusive understanding of teacher professionalism.

Ultimately, this integrative framework provides a robust foundation for future research and policy development, particularly in contexts where education is shaped by strong cultural and religious values. It also opens new avenues for rethinking teacher development programs by emphasizing the importance of aligning technical competence with ethical and spiritual formation.

## **CONCLUSION**

This study offers a critical reconceptualization of teacher professionalism and performance in Islamic primary education by positioning Islamic intellectual traditions in dialogue with contemporary global educational frameworks. The findings demonstrate that teacher professionalism cannot be reduced to technical competence alone but must be understood as a multidimensional construct that integrates pedagogical expertise with ethical and spiritual values, including *adab*,

*amanah*, and *ihsan*. In parallel, teacher performance emerges as a complex and context-dependent construct shaped by both internal factors—such as motivation, commitment, and psychological well-being—and external conditions, including institutional support and professional learning environments.

Importantly, this study reveals that the relationship between professionalism, performance, and learning quality is both dynamic and interdependent. Learning quality is not merely a function of instructional effectiveness but is fundamentally shaped by the integration of professional competence, ethical orientation, and contextual responsiveness. These findings challenge dominant technocratic paradigms in educational research that prioritize measurable outcomes while overlooking the ethical and spiritual dimensions of teaching.

From a theoretical perspective, this study contributes by advancing an integrative framework of teacher professionalism that bridges Islamic epistemological foundations with global theories of teacher effectiveness. By doing so, it not only enriches the conceptual landscape of Islamic education but also offers a critical alternative to prevailing models of professionalism that remain largely Western-centric and outcome-driven.

Nevertheless, this study is not without limitations. As a systematic literature review, its findings are inherently dependent on the scope, availability, and selection of existing studies. In addition, the conceptual nature of the analysis may limit the direct generalizability of the proposed framework across diverse educational contexts. Future research is therefore required to empirically validate and refine this framework through comparative and context-sensitive studies.

In terms of practical implications, this study underscores the need for teacher education and professional development programs that move beyond purely technical training to incorporate ethical and spiritual dimensions of professionalism. Policymakers and educational institutions are encouraged to design contextually grounded and holistic development models that align pedagogical competence with moral responsibility. Such an approach is essential for fostering not only effective teachers but also ethically grounded educators capable of supporting holistic student development.

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All authors contributed significantly to this research. Anis Fauzi was responsible for conceptualization, research design, supervision, and final approval of the manuscript. Lilis Lisdiawati contributed to data curation, literature review, and drafting of the initial manuscript. Piping Muhtofin developed the methodology and conducted data analysis and interpretation. Rifyal Ahmad Lugowi contributed to the development of the theoretical framework and critically revised the

manuscript. Mikdar Rusdi was responsible for validation, editing, and final manuscript review. All authors have read and approved the final version of the manuscript.

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