Developing Research and Literacy Based Madrasahs in Islamic Education: Strengthening Teachers' Scholarly Publications for Professional Development

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Abstract: *This study examines the development of research and literacy based madrasahs as a strategy for strengthening teachers' scholarly publication practices and professional development within Islamic education. Employing a mixed methods design, the study was conducted at MTs Negeri 2 Jember and involved teachers participating in structured training on research methodology, academic literacy, and scholarly publication, followed by sustained mentoring. Quantitative data were collected through questionnaires measuring teachers' research literacy and publication engagement, while qualitative data were obtained through interviews and document analysis of research outputs. The findings indicate that the integrated development of research literacy and academic literacy significantly enhanced teachers' competence in designing research, writing academic manuscripts, and engaging in scholarly publication. Improved teacher capacity also had a positive impact on student research engagement, as reflected in the quality of student research proposals and achievement in national research competitions. Institutional support, particularly through the optimization of a madrasah based academic journal, played a crucial role in sustaining research culture and reducing barriers to publication. The study concludes that developing research and literacy based madrasahs offers a viable and contextually grounded model for enhancing teacher professionalism, strengthening research culture, and advancing the quality of Islamic education.*

Abstrak: Penelitian ini mengkaji pengembangan madrasah berbasis riset dan literasi sebagai strategi penguatan publikasi ilmiah guru dan pengembangan profesionalisme dalam konteks pendidikan Islam. Penelitian menggunakan desain metode campuran yang dilaksanakan di MTs Negeri 2 Jember dengan melibatkan guru-guru yang mengikuti pelatihan terstruktur tentang metodologi riset, literasi akademik, dan publikasi ilmiah, disertai dengan pendampingan berkelanjutan. Data kuantitatif dikumpulkan melalui angket untuk mengukur literasi riset dan keterlibatan guru dalam publikasi ilmiah, sedangkan data kualitatif diperoleh melalui wawancara dan analisis dokumen hasil karya ilmiah. Hasil penelitian menunjukkan bahwa integrasi penguatan literasi riset dan literasi akademik secara signifikan meningkatkan kompetensi guru dalam merancang penelitian, menulis naskah ilmiah, dan melakukan publikasi pada jurnal ilmiah. Peningkatan kapasitas guru tersebut juga berdampak positif terhadap keterlibatan siswa dalam kegiatan riset, yang tercermin pada kualitas proposal penelitian siswa dan capaian prestasi pada kompetisi riset tingkat nasional. Dukungan kelembagaan, khususnya melalui optimalisasi jurnal ilmiah berbasis madrasah, berperan penting dalam membangun budaya riset yang berkelanjutan dan mengurangi hambatan publikasi. Penelitian ini menyimpulkan bahwa pengembangan madrasah berbasis riset dan literasi merupakan model yang kontekstual dan efektif untuk meningkatkan profesionalisme guru, memperkuat budaya keilmuan, serta meningkatkan mutu pendidikan Islam.*

INTRODUCTION

In the context of twenty first century education, teachers are required to continuously enhance their professional competence in order to respond to increasingly complex educational challenges. Contemporary educational frameworks emphasize the mastery of higher order competencies commonly conceptualized as 4C, namely critical thinking, creativity, collaboration, and communication (Supena et al., 2021; Suyitno, 2020; Widana et al., 2018). These competencies enable teachers to design meaningful learning experiences and foster students' intellectual and social development. Furthermore, the expansion of this framework into 6C competencies, which include computational logic and compassion, underscores the importance of integrating cognitive, technological, and moral dimensions within educational practice (Ghani et al., 2020; Junaidi et al., 2020; Sari et al., 2021).

The professional role of teachers extends beyond classroom instruction to include engagement in scholarly activities that contribute to the advancement of educational knowledge. One important manifestation of teacher professionalism is scholarly publication, which serves as a medium for disseminating research findings, sharing pedagogical innovations, and strengthening academic culture within educational institutions (Krismanto, 2016). In Indonesia, scholarly publication is formally recognized as a component of career development for teachers, encompassing research outputs, innovative works, and educational publications such as textbooks and instructional guides

(Peraturan Menteri PAN & RB No. 16 Tahun 2009). These activities require not only subject matter expertise but also strong competencies in research methodology and academic literacy (Leavy, 2017; Wicaksana et al., 2021).

Research methodology competence enables teachers to systematically investigate educational problems and produce evidence based solutions, while literacy competence supports critical reading, synthesis of academic sources, and coherent academic writing. Aliyah (2022) emphasizes that strengthening research methodology skills is crucial for developing superior human resources in scientific writing, particularly within the context of madrasah education. Similarly, Wicaksana et al. (2021) demonstrate that literacy competence significantly influences teachers' ability to write and publish scholarly articles. Beyond professional development, literacy practices also contribute to improved learning outcomes, as they foster critical thinking, confidence, and problem solving abilities among students (Widiyastuti, 2023).

Despite the strategic importance of scholarly publication, empirical evidence indicates that teacher participation in academic publishing in Indonesia remains limited. Isa et al. (2016) report that only 19.05 percent of teachers have engaged in scholarly publication through journals or academic forums, while the majority have never published scientific work. Other studies reveal that many teachers encounter difficulties in academic writing, navigating publication procedures, and meeting journal standards, particularly those related to research rigor and citation practices

(Wicaksana et al., 2021; Wahyuningtyas & Ratnawati, 2018). These challenges hinder career advancement and weaken the development of a sustainable research culture within schools and madrasahs.

This condition is also evident in Islamic educational institutions. Observations at MTs Negeri 2 Jember show that only 30 percent of teachers have produced published scholarly works. Interviews with school leaders and teachers indicate that limited mastery of research methodology, difficulties in selecting research topics, and challenges in accessing relevant academic literature are major barriers to scholarly writing. Similar patterns have been identified in other studies on Islamic education, which highlight that insufficient research literacy and digital literacy often constrain teachers' engagement in academic publication (Qolbi Khoiri & Bustomi, 2020; Deiniatur & Cahyono, 2024).

From the perspective of Islamic education, strengthening research and literacy culture within madrasahs is not merely a technical endeavor but also a normative one. Islamic educational philosophy emphasizes the pursuit of knowledge as a religious and intellectual obligation, positioning teachers as agents of knowledge production and transmission. Therefore, developing research and literacy based madrasahs aligns with the broader mission of Islamic education to cultivate reflective, knowledgeable, and professionally competent educators. Studies on teacher professional development in Islamic education suggest that structured training and sustained mentoring in research and academic writing are effective strategies for enhancing teachers' scholarly productivity and professional confidence (Kasiyan et al., 2019; Susilawati, 2022).

Based on these considerations, this study aims to examine the development of research and literacy based madrasahs through the strengthening of teachers' scholarly publication practices as part of professional development in Islamic education. By integrating research training, literacy enhancement, and publication mentoring, this study seeks to contribute a contextually grounded model for fostering academic culture and improving teacher professionalism within madrasahs.

METHOD

This study employed a mixed methods research design with an explanatory sequential orientation, integrating quantitative and qualitative approaches to comprehensively examine the development of research and literacy based madrasahs through strengthening teachers' scholarly publication practices. The mixed methods design was selected because the research problem involves both measurable dimensions, such as levels of research literacy and publication output, and contextual dimensions, including teachers' experiences, perceptions, and challenges related to academic writing and publication. Mixed methods research is widely recommended in educational studies when researchers seek to combine numerical trends with in depth explanations of educational practices and professional development processes (Creswell & Creswell, 2018; Cohen et al., 2018). Within the context

of Islamic education, this approach enables a holistic understanding of how research culture and literacy practices are cultivated within madrasahs.

The study was conducted at MTs Negeri 2 Jember, an Islamic secondary school implementing initiatives toward becoming a research and literacy oriented madrasah. Participants consisted of teachers actively involved in teaching and academic development activities. A purposive sampling technique was applied to select participants who were directly relevant to the research objectives, including teachers with prior experience in scholarly publication and those who had not yet published academic work. Purposive sampling is appropriate for educational research focusing on professional practices and institutional development, as it allows researchers to capture diverse perspectives from participants who possess rich and relevant experiences (Palinkas et al., 2015). The quantitative phase involved all available teachers who consented to participate, while the qualitative phase involved a smaller subset of teachers selected based on their publication experience and level of research engagement.

Quantitative data were collected using a structured questionnaire designed to measure teachers' research literacy and scholarly publication engagement. The questionnaire included indicators related to understanding of research methodology, ability to access and evaluate academic literature, confidence in academic writing, experience in conducting educational research, and frequency of scholarly publication. These indicators were developed based on established

literature on teacher research literacy and professional development (Leavy, 2017; Wicaksana et al., 2021). Responses were measured using a Likert scale to allow for descriptive statistical analysis. The questionnaire was reviewed by experts in educational research and Islamic education to ensure content validity and contextual relevance.

Qualitative data were collected through semi structured interviews and document analysis. Semi structured interviews were conducted to explore teachers' experiences in conducting research, challenges faced in writing and publishing academic articles, perceptions of research and literacy training, and the perceived impact of scholarly publication on professional development. This interview format was chosen to provide flexibility for participants to articulate their experiences while maintaining alignment with the research objectives (Kallio et al., 2016). In addition, document analysis was carried out on available teacher publications, research reports, and training materials related to research and literacy development. Document analysis enabled the researcher to examine actual scholarly outputs and triangulate them with self reported data from questionnaires and interviews.

Quantitative data were analyzed using descriptive statistical techniques, including frequencies, percentages, means, and standard deviations, to illustrate teachers' levels of research literacy and publication engagement. This analysis provided an overview of the extent to which research and literacy competencies had been developed among teachers. Qualitative data were analyzed using thematic

analysis, following systematic procedures of data familiarization, initial coding, theme development, and interpretation. Thematic analysis was selected because it is effective for identifying recurring patterns and meanings within qualitative educational data, particularly in studies focusing on professional practices and institutional culture (Braun & Clarke, 2006). Integration of quantitative and qualitative findings was conducted through triangulation to enhance the credibility and depth of interpretation.

To ensure trustworthiness and rigor, several strategies were implemented. Instrument validity was strengthened through expert judgment and pilot testing of the questionnaire. Reliability was supported by clear operational definitions of research literacy and scholarly publication indicators. Data triangulation across questionnaires, interviews, and documents enhanced the credibility of findings, while member checking was employed during the qualitative phase to confirm the accuracy of interview interpretations. Ethical considerations were strictly observed, including obtaining informed consent from all participants, ensuring confidentiality and anonymity, and allowing participants to withdraw from the study at any stage. These procedures align with ethical standards in educational research and professional development studies (Creswell & Creswell, 2018).

FINDING AND DISCUSSION

Research Context and the Emergence of a Research–Literacy Culture in Madrasah

The findings of this study reveal that the implementation of structured research and literacy training at MTs Negeri 2 Jember played a critical role in initiating a gradual transformation toward a research oriented madrasah. The two phase training model, comprising research methodology development and scholarly publication literacy, created an integrated learning environment that addressed both conceptual and practical dimensions of teacher professional development. This staged approach reflects contemporary perspectives on sustainable professional learning, which emphasize continuity, coherence, and contextual relevance (Desimone & Garet, 2015).

Within the context of Islamic education, the emergence of a research–literacy culture is particularly significant. Madrasahs have historically prioritized moral and religious instruction, sometimes at the expense of systematic research engagement. However, Islamic intellectual tradition places strong emphasis on inquiry, reflection, and documentation of knowledge. By embedding research and literacy practices into institutional routines, this program aligned modern educational demands with Islamic epistemological values, thereby strengthening the legitimacy of research activities within the madrasah environment (Qolbi Khoiri & Bustomi, 2020).

Enhancement of Teachers' Research Literacy and Methodological Competence

A central finding of this study is the marked improvement in teachers' research literacy following the MYRES oriented training. Prior to the intervention, many teachers reported limited understanding of research paradigms, methodological design, and proposal construction. Post training analysis indicates that teachers demonstrated increased capacity to formulate research problems, identify appropriate research methods, and design coherent research proposals. This improvement was evident not only in teachers' self reported confidence but also in the quality of research proposals produced under their supervision.

This finding corroborates previous studies that emphasize the importance of explicit research training for teachers, particularly in contexts where research is not traditionally embedded in professional roles (Borg, 2010; Leavy, 2017). From a theoretical standpoint, research literacy functions as a foundational competence that enables teachers to engage in systematic inquiry and evidence based practice. In Islamic education settings, strengthening research literacy contributes to the development of reflective educators who are capable of critically examining pedagogical practices while grounding their work in ethical and religious principles.

Academic Literacy as a Catalyst for Scholarly Publication

Beyond methodological competence, the findings underscore the pivotal role of academic literacy in enabling teachers to translate research activities into scholarly publications. The second phase of training significantly enhanced teachers' understanding of academic writing conventions, journal selection criteria, and ethical publication practices. Teachers became more aware of the structural and rhetorical features of scientific articles, including argumentation, synthesis of literature, and analytical discussion.

These results align with research demonstrating that academic literacy is a decisive factor in teachers' ability to publish scholarly work (Hyland, 2016; Wicaksana et al., 2021). Academic literacy extends beyond technical writing skills to include participation in disciplinary discourse and engagement with scholarly communities. In the context of Islamic education, developing such literacy enables teachers to contribute to broader conversations on Islamic pedagogy, curriculum, and policy, thereby enhancing the visibility and impact of madrasah based research.

Transformation of Teachers' Professional Identity

An important but often overlooked outcome of this intervention is the transformation of teachers' professional identity. Findings indicate that teachers began to perceive themselves not only as classroom practitioners but also as researchers and knowledge producers. This shift in identity was reflected in increased motivation to conduct research, willingness to submit manuscripts to journals, and commitment to mentoring students in research activities.

This transformation supports the concept of teachers as practitioner

researchers, as articulated by Cochran Smith and Lytle (2009), who argue that inquiry should be viewed as a stance rather than an isolated activity. In Islamic education, this identity shift is particularly meaningful because it reinforces the role of teachers as intellectual role models who embody the integration of knowledge, ethics, and practice. The emergence of this dual identity strengthens professional autonomy and fosters a culture of continuous learning within madrasahs.

Impact on Student Research Engagement and Higher Order Thinking Skills

The study also reveals a significant indirect impact on students' research engagement as a result of enhanced teacher competence. Teachers who participated in the training demonstrated improved capacity to mentor students in research proposal development across disciplines, including Islamic studies, humanities, and science. Although variations were observed in proposal completion rates among subject areas, the overall quality of student proposals improved substantially, with an institutional success rate reaching 89 percent.

The achievement of MTs Negeri 2 Jember in the national MYRES competition provides empirical evidence that teacher research literacy positively influences student outcomes. This finding is consistent with research indicating that inquiry based learning and teacher guided research activities enhance students' critical thinking, problem solving, and scientific reasoning skills (Healey & Jenkins, 2009; Hattie, 2009). In Islamic education contexts, such outcomes demonstrate the feasibility of integrating research based learning

without undermining religious and moral instruction.

Institutional Support and the Role of Madrasah Based Journals

Another critical finding concerns the role of institutional support in sustaining research and publication practices. The optimization of *LITERASI: Jurnal Ilmiah Pendidikan Madrasah* functioned as a strategic mechanism to reduce structural barriers to publication. The availability of an institutional journal provided teachers with a supportive entry point into academic publishing, fostering confidence and encouraging sustained engagement with scholarly writing.

Research on institutional research culture emphasizes that individual competence alone is insufficient to sustain scholarly productivity without organizational support systems (Knight & Steinbach, 2008). In Islamic education institutions, the establishment of madrasah based journals represents a strategic innovation that aligns institutional goals with national and global academic standards. This approach not only enhances publication output but also contributes to the development of a localized yet globally connected body of Islamic educational scholarship.

Persistent Challenges and Areas for Improvement

Despite these positive outcomes, the findings also reveal persistent challenges. A significant proportion of students continued to struggle with academic writing conventions and relied heavily on unsystematic internet sources. This challenge highlights gaps in digital literacy and paraphrasing skills, which are critical components of contemporary research literacy.

Similar challenges have been documented in studies on novice researchers and early academic writers (Wingate, 2012; Deiniatur & Cahyono, 2024).

From a sustainability perspective, these findings suggest that research and literacy development must be understood as long term processes rather than short term interventions. Continuous mentoring, integration of digital literacy instruction, and alignment with curriculum structures are necessary to ensure that research based practices become institutionalized within madrasahs. In Islamic education, such sustainability is essential for producing graduates who are not only religiously grounded but also intellectually competitive in global knowledge environments.

Theoretical and Practical Implications

Theoretically, this study contributes to the literature on teacher research literacy by providing empirical evidence from an Islamic education context, which remains underrepresented in international research. The findings support the notion that research and literacy based professional development can effectively transform teacher competence, professional identity, and institutional culture.

Practically, the study offers a replicable model for developing research and literacy based madrasahs through integrated training, mentoring, and institutional support. This model can inform policy and practice in Islamic education systems seeking to enhance teacher professionalism and scholarly productivity.

CONCLUSION

This study concludes that the development of research and literacy based madrasahs is an effective strategy for strengthening teachers' scholarly publication practices and professional development within Islamic education. The integration of research methodology training, academic literacy enhancement, and sustained publication mentoring at MTs Negeri 2 Jember significantly improved teachers' research competence, academic writing skills, and confidence in producing scholarly work. These improvements were reflected in increased teacher engagement in research activities, successful mentoring of student research projects, and measurable academic achievements at the national level.

The findings further indicate that research literacy and academic literacy are mutually reinforcing competencies. Teachers who gained methodological understanding were better able to translate educational problems into systematic research, while enhanced literacy skills enabled them to communicate research findings through scholarly publications. In the context of Islamic education, this integration supports the epistemological principle that knowledge creation and dissemination are central to educational responsibility, thereby reinforcing the role of madrasahs as institutions of intellectual as well as moral development.

The findings of this study have important theoretical and practical implications. Theoretically, this research contributes empirical evidence from an Islamic education

context to the literature on teacher research literacy and professional development, demonstrating that inquiry based professional learning models are applicable and effective within madrasahs. The study strengthens the conceptual linkage between research engagement, academic literacy, and teacher professional identity.

Practically, the results suggest that madrasah teacher development programs should prioritize sustained research and literacy training rather than isolated workshops. Institutional support, including the provision of madrasah based academic journals, is essential for fostering a sustainable research culture and encouraging teacher publication. Furthermore, strengthening teachers' research competence has a positive spillover effect on student learning, as evidenced by improved student research outputs and competitive achievements. Therefore, integrating research based learning and scholarly writing into madrasah programs can serve as a strategic pathway for enhancing the quality and relevance of Islamic education.

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