Enhancing Teacher Competencies For Educational Excellence (A Case Study At Dayah Babul Mustaqim Bireuen District)

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Article Info	ABSTRACT
	This study explores the development of teacher competencies at Dayah Babul Mustaqim Bireuen, with a focus on how these competencies contribute to improving the quality of education in the institution. The main objectives were to identify the strategies used in enhancing teacher skills and to evaluate their impact on the overall educational process. A qualitative descriptive approach was employed, using semi-structured interviews with school leaders and teachers, focus group discussions with students, and classroom observations. The findings revealed that teacher competency development at Dayah Babul Mustaqim involves strategic planning, needs identification, and the implementation of training programs, which have significantly contributed to the improvement of teaching methods and learning outcomes. Teachers reported positive changes in their pedagogical approaches, including the adoption of more interactive and student-centered teaching strategies. The research also highlighted the role of professional development programs, such as peer mentoring and independent training, in boosting teacher confidence and effectiveness. The results underscore the importance of continuous teacher development in enhancing both personal teacher growth and overall educational quality. This study provides valuable insights into the role of teacher competency development in Islamic education settings, offering recommendations for other institutions facing similar challenges.

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1. Introduction

The quality of education is a persistent challenge in many countries, especially in developing nations such as Indonesia, where there is a continuous push for educational reforms to achieve national development goals. Central to improving educational outcomes is the professional development of teachers, as teacher quality is one of the most influential factors in student success (Alwaely et al., 2023; Ekmekci & Serrano, 2022; Yangambi, 2021). In Indonesia, the effectiveness of teachers is crucial, particularly in specialized educational settings such as Islamic boarding schools, where a mix of traditional religious education and modern curricula is implemented (Mujahid, 2021; Badrun, 2024; Laila et al., 2025). Islamic schools, known as dayahs, face the dual challenge of integrating Islamic teachings with general education, making teacher development a vital issue for enhancing educational quality (Ilyas et al., 2023; Setyawan et al., 2023; Erawadi & Setiadi, 2024). In the case of Dayah Babul Mustaqim in Bireuen, Aceh, there is an urgent need to explore strategies for developing teachers' competencies to improve the overall quality of education.

Research in educational contexts often reveals a mismatch between the professional expectations of teachers and the competencies they possess (Toprak, 2018; Smith et al., 2020; Snoek et al., 2019; Utari et al., 2024). While Indonesia has introduced numerous professional development programs for teachers, their success and relevance in specialized settings like Islamic schools remain unclear (Rahman, 2022; Suyadi et al., 2022; Nor et al., 2024). Specifically, the professional development of teachers in dayah schools has received limited attention in academic research, especially in terms of how these teachers can be equipped with the necessary competencies to teach both religious and general subjects effectively (Asdlori, 2023; Ilyas et al., 2023; Indra Kurnia & Muhammad Anggung Manumanoso Prasetyo, 2024). The gap in research on teacher competency development in dayah schools underlines the urgency of this study, which focuses on how Dayah Babul Mustaqim addresses this issue and what impact their strategies have on the quality of education.

Previous studies on teacher competencies have emphasized the necessity of continuous professional development and the importance of competency-based training programs for educators. According to Hirzulloh (2024) and Seufert et al. (2022), teacher competence is not only about content knowledge but also involves pedagogical skills, classroom management, and the ability to foster a positive learning environment. These competencies are critical for ensuring effective teaching in any context, but their application in Islamic schools, which combine religious and general education, requires a more nuanced approach. Research by Erawadi and Setiadi (2024) and Ilyas et al. (2023)shows that teacher training in dayah schools needs to account for both traditional religious curricula and modern educational needs, highlighting the necessity for an integrated approach to teacher development. However, research focused on teacher competencies in Islamic schools,

particularly those incorporating both religious and secular subjects, remains underdeveloped.

This research aims to fill this gap by investigating the development of teacher competencies at Dayah Babul Mustaqim. The study will focus on the processes and strategies implemented at the school for improving teacher performance and how these efforts impact the overall educational quality. By focusing specifically on an Islamic school that blends both traditional and modern education, this study contributes new insights into teacher development in Islamic educational settings. According to research by Atthallah and Olivia Safana (2024), professional development programs that integrate both religious and academic elements can significantly enhance teacher effectiveness, leading to improved student outcomes. This study also addresses the gap in literature by examining how dayah schools can adapt contemporary teaching practices within a religious framework, providing an innovative solution to an underexplored issue.

The urgency of improving teacher competencies is underscored by the increasing demand for teachers who are capable of fostering both academic excellence and strong character formation in students (Wijaya et al., 2023; Kusnandi, 2024; Sanjani, 2024). Therefore, this study seeks to investigate the strategies used at Dayah Babul Mustaqim to enhance teacher competencies. It will assess the effectiveness of these strategies, particularly in improving both teacher skills and the quality of education delivered. The results of this research will not only provide valuable insights for Dayah Babul Mustaqim but also offer guidance for other dayah institutions facing similar challenges in teacher development.

The primary objectives of this study are to identify the strategies used by Dayah Babul Mustaqim in developing teacher competencies and to evaluate the impact of these strategies on educational quality. By doing so, the study will offer recommendations for other Islamic schools on how to implement effective teacher training programs. The findings of this research will also contribute to the broader discourse on teacher professionalization, especially in the context of Islamic schools, where educational reforms have been less frequently studied. By investigating teacher competency development in this unique educational setting, this study introduces a novel approach that combines traditional religious teachings with modern pedagogical practices. The integration of both spheres is essential for the professional growth of teachers in Islamic schools, ensuring that they are equipped to address the educational needs of students in the 21st century. As education systems worldwide continue to evolve, this research is an essential contribution to enhancing the professional development of educators, ultimately leading to better educational outcomes for students in dayah schools. The study's results are expected to influence policy decisions and educational practices both in Indonesia and in other parts of the world where similar educational systems exist.

2. Research Methodology

This section outlines the research methodology used in examining the development of teacher competencies in Dayah Babul Mustaqim, Kabupaten Bireuen. It includes details regarding the research location, time frame, sample population, research variables, research procedures, data collection, and analysis methods. The methodology employs qualitative research approaches and aims to provide valuable insights into the processes that affect teacher professional development.

Research Location

The research was conducted at Dayah Babul Mustaqim, located in Gampong Paseh, Kec. Juli, Kabupaten Bireuen, Aceh, Indonesia. Dayah Babul Mustaqim is a private Islamic school that integrates traditional Islamic teachings with general education. This school setting provides a unique context for examining the development of teacher competencies within both religious and general subjects.

Time

The research was carried out between March 2024 and June 2024, ensuring ample time for comprehensive data collection. This period allowed the researcher to observe teacher competencies over time, conduct in-depth interviews with teachers and school leaders, and analyze teaching processes in various classroom settings.

Sample

The sample for this study was carefully selected using purposive sampling to ensure that participants were closely aligned with the research objectives (Campbell et al., 2020). The study focused on key stakeholders in the educational process: teachers, school leaders, and students (see Table 1). These groups were chosen based on their direct involvement in or experience with the development of teacher competencies and their impact on the overall educational quality. Below is a summary of the sample groups used in this study:

Table 1. The Number of Participants, and their Role or Description in the Research

Group	Number of Participants	Role/Description
Teachers	10	A purposive sample of teachers from both religious and general education subjects, selected based on their involvement in competency development programs and teaching roles.
School Leaders	2	Includes the principal (Ibu Nurfazilah, S.Pd) and the vice-principal for curriculum (Ibu Yuni Sari, S.Pd) who are integral in the competency development process.

| Students | 20 | Focus group discussions with 20 students (10 male and 10 female) from grades 7 to 9 to assess the impact of teacher competencies on their learning experience. |

Table 1. provides a clear breakdown of the sample population involved in the study, with a total of 32 participants across three main groups. The teachers, school leaders, and students were selected due to their critical roles in the development and assessment of teacher competencies, ensuring the relevance and depth of the data collected. Each group was specifically chosen to contribute unique insights into the research, making the sample highly suitable for addressing the study's objectives.

Research Variables

This study explores the connection between teacher competencies and the quality of education, specifically focusing on how the development of teacher competencies impacts the teaching-learning process and, ultimately, student outcomes. To better understand these relationships, two key variables were identified. The independent variable, teacher competencies, encompasses the knowledge, skills, and attitudes that teachers develop through both formal and informal training programs. The dependent variable, quality of education, is measured by student learning outcomes, engagement, and the overall effectiveness of teaching (see Table 2).

Table 2. Research Variables

Variable Type	Variable	Description
Independent Variable	Teacher Competencies	Encompasses both formal and informal training programs aimed at improving teachers' knowledge, skills, and attitudes.
Dependent Variable	Quality of Education	Measured by student learning outcomes, engagement, and the overall effectiveness of the teaching-learning process.

Table 2 clearly distinguishes the two variables central to the research, with the independent variable focusing on the development of teacher competencies and the dependent variable measuring its effect on the quality of education. The independent variable reflects the factors directly controlled or influenced by the teachers and the school, while the dependent variable provides measurable indicators of educational outcomes linked to those competencies.

Research Procedures

The research followed a qualitative descriptive approach, aimed at exploring how teacher competencies are developed and their impact on educational quality. The research procedure involved several stages (see Table 3).

Table 3. Research Procedures

Stage	Description
Preparation	Review of literature, design of research instruments (interview guides, observation checklists), and development of research questions.
Data Collection	Semi-structured interviews with teachers and school leaders, focus group discussions with students, classroom observations, and document analysis.
Data Analysis	Data transcription, thematic coding, and analysis to identify key themes related to the research questions.

The research follows a qualitative descriptive approach, consisting of three key stages: Preparation, Data Collection, and Data Analysis. The Preparation stage involved reviewing literature, designing research instruments, and formulating research questions. Data Collection included semi-structured interviews with teachers and school leaders, focus group discussions with students, classroom observations, and document analysis. Finally, in the Data Analysis stage, the data was transcribed, thematically coded, and analyzed to identify key themes relevant to the research questions. This methodology provides a comprehensive framework for exploring the development of teacher competencies and their impact on educational quality.

Data Collection Methods

In order to ensure clarity and structure in presenting the data collection methods used in this study, the following table summarizes the key methods employed (see Table 4)

Tabel 4. Data Collection Methods

Data Collection Method	Description
Interviews	Semi-structured interviews were conducted with teachers and school leaders to explore the development strategies for enhancing teacher competencies. The interviews were recorded and transcribed.
Focus Groups	Focus group discussions with 20 students were conducted to understand their perceptions of how teacher competencies influence their learning experience.
Observations	Classroom observations were carried out to assess how teachers implemented competencies during lessons, focusing on teaching strategies, classroom management, and student engagement.

Document Review	Documents, including teacher training schedules, curriculum guides, and evaluation reports, were reviewed to understand the formal processes supporting teacher competency development.

Table 4 provides an overview of the various methods used to collect data. Interviews with teachers and school leaders focused on understanding the strategies employed to enhance teacher competencies. Focus groups with students helped gain insight into how these competencies impact student learning experiences. Observations allowed for the evaluation of real-time classroom interactions, while document reviews offered additional context regarding the formal mechanisms supporting teacher development.

Data Analysis Methods

To effectively present the data analysis methods, a structured table has been created below, summarizing the key techniques used for analyzing the collected data (see Table 5).

Tabel 5. Data Analysis Methods

Data Analysis Method	Description
Transcription and Coding	All interviews and discussions were transcribed verbatim, followed by initial coding using inductive coding techniques to identify patterns and themes.
Thematic Analysis	The transcribed data was analyzed thematically to extract key patterns and themes related to teacher competency development and its impact on educational outcomes.
Triangulation	Data from multiple sources (interviews, focus groups, and observations) were cross-verified to ensure the validity of the findings.

Table 5 outlines the qualitative data analysis methods employed in this research. Transcription and coding allowed for a detailed examination of the interview and focus group discussions. Thematic analysis was used to uncover significant patterns and themes related to teacher competency development. Finally, triangulation was applied to ensure the credibility and reliability of the findings by cross-verifying data from various sources.

Visualizations of Data Collection Process

To provide a clear visualization of the data collection methods used in this study, the following table summarizes the different research procedures, including the methods, participants involved, and the purpose of each data collection approach (see Table 6).

Tabel 6. Visualizations of Data Collection Process

Method	Description	Participants	Purpose
Interviews	Semi-structured interviews with teachers and school leaders	10 teachers, 2 school leaders	To gain insights into teacher competency programs
Focus Groups	Focus group discussions with students	20 students	To understand the impact of teacher competencies on learning
Observations	Classroom observations of teacher-student interactions	10 teachers, 20 students	To observe the practical implementation of competencies
Document Analysis	Review of teacher training programs and school policies	School documents	To understand the formal structures of teacher development

Table 5 highlights the methods used for data collection in the study. Interviews with teachers and school leaders provided insights into competency development programs. Focus groups with students explored how these competencies affected their learning experiences. Classroom observations allowed the researcher to directly observe the application of teaching competencies, while document analysis provided an understanding of the formal structures supporting teacher development. Each method served to provide a comprehensive view of the topic from different perspectives.

3. Results and Discussion

a. Research Results

Overview of Dayah Babul Mustaqim Bireun

Dayah Babul Mustaqim Bireun was established in 2012, officially inaugurated by Abu Tu, H. Muhd Amien Blang Bladeh, and Abu Kuta Krueng Tgk. H. Usman Ali Ulee Glee. Initially, Dayah Babul Mustaqim followed a purely Salafi-based educational system, focusing on traditional religious texts such as the yellow books (kitab kuning). However, in 2021, Dayah Babul Mustaqim integrated a comprehensive curriculum that incorporates Islamic education and a modern integrated Junior High School (SMP Islam Terpadu) under the Ministry of Education and Culture of the Republic of Indonesia.

Profile of Dayah Babul Mustaqim Bireun

Dayah Babul Mustaqim operates as a boarding school (boarding school system) following the Ahlussunnah Waljamaah Islamic school of thought. It combines both the religious

curriculum (Dayah curriculum) and the national curriculum for Islamic junior high school. Located in Gampong Paseh, Kec Juli, Kab Bireuen, Aceh, Dayah Babul Mustaqim is a private institution managed by a foundation. It holds a status under the Ministry of Education and Culture with operational license No. 503/63/2021 and was officially established under the foundation's decree dated 2021-10-21.

Vision and Mission of Dayah Babul Mustaqim Bireuen

The vision and mission of Dayah Babul Mustaqim Bireuen reflect the institution's commitment to developing students with strong moral character and a deep understanding of both spiritual and intellectual knowledge. The vision aims to create a generation equipped with the necessary skills and values to contribute meaningfully to society, while the mission emphasizes the integration of religious education, language proficiency, and global competitiveness (see Table 7).

Table 7. Vision and Mission of Dayah Babul Mustaqim Bireuen

Aspect	Details
Vision	To create a generation with noble character, equipped with both spiritual and intellectual education that fosters creativity, independence, sincerity, and Islamic culture.
Mission	To provide education and teaching in religious knowledge (kitab kuning), Quran memorization (Tahfidz), Arabic language, science, and tarbiyah amaliyah under the Ahlussunnah Waljama'ah doctrine; To cultivate Qur'anic-based personalities and implement an active tarbiyah curriculum in the Dayah environment; To develop proficiency in Arabic and English as key languages for knowledge and daily communication within the Dayah; To foster students with a nurturing and respectful approach, ensuring they are ready to compete globally.

Tabel 7 clearly outlines the core elements of Dayah Babul Mustaqim's vision and mission. The vision focuses on cultivating a generation of students who possess both noble character and intellectual capabilities. Meanwhile, the mission breaks down the specific goals the school aims to achieve, which include providing a comprehensive education in religious subjects, promoting proficiency in both Arabic and English, and preparing students to be globally competitive by nurturing respect, creativity, and sincerity. The table format helps to structure the information in a concise manner, allowing for easier comprehension.

Student Data

For the academic year 2023/2024, Dayah Babul Mustaqim Bireun has 72 students, consisting of 39 male students and 33 female students. The following table provides detailed data on the student population:

Table 8. Student Data

No.	Grade	Male Students	Female Students	Total Students
1.	Grade VII	21	21	42
2.	Grade VIII	8	7	15
3.	Grade IX	10	5	15
Total		39	33	72

and Discussions contain results obtained by author during the research activities. The results of the research submitted in advanced as whole which continues by doing the discussion. The discussions are presented systematically from general to the specific. The data can be presented with tables or figures. Results and discussions must also interconnect with theory that used. Avoid excessive use of citations and discussion of published literature.

b. Research Findings

The research focused on exploring how teacher competencies are developed to enhance the quality of education at Dayah Babul Mustaqim Bireun. Two main research questions guided this study:

1. How is the development of teacher competencies implemented to improve educational quality at Dayah Babul Mustaqim?
2. What is the impact of teacher competency development on the quality of education at Dayah Babul Mustaqim?

Teacher Competency Development Implementation

Teacher competency development is essential for improving the effectiveness of teaching and ensuring educational quality. It involves enhancing teachers' knowledge, skills, and attitudes through both formal and informal training programs. These competencies play a vital role in improving the overall educational process, not only benefiting teachers but also directly influencing student performance.

1. Planning for Teacher Competency Development

Planning is a critical step in developing teacher competencies. Dayah Babul Mustaqim, under the leadership of the school principal, Ibu Nurfazilah, has established policies to enhance teacher competencies. According to Ibu Nurfazilah, the school's approach aligns with national regulations and aims to support teachers through a variety of professional development opportunities. The policy ensures that teachers are equipped to effectively meet the educational needs of their students. As stated by Ibu Nurfazilah:

"One of the government's efforts to improve teacher professionalism is through higher educational qualifications and training programs. We also implement these initiatives at the school to ensure that teachers are accountable and perform their roles effectively." (Ibu Nurfazilah, Headmaster).

This aligns with national regulations that emphasize continuous professional development as a core component of enhancing the teaching profession.

2. Identifying Teacher Competency Development Needs

Identifying the specific areas where teachers need development is key to ensuring targeted and effective training programs. Ibu Nurfazilah explained that needs identification is carried out through classroom observations and discussions with teachers to understand the areas requiring improvement:

"Identifying the needs for teacher competency development involves classroom observations and discussions with the curriculum department and teachers. Teachers are expected to design effective teaching strategies and master essential teaching skills." (Ibu Nurfazilah, Headmaster)

The school's strategy focuses on enhancing teachers' abilities to design lessons, assess students, and incorporate innovative teaching strategies into their daily practice. This approach is supported by both the headmaster and the curriculum coordinator, Ibu Yuni Sari, who emphasized the importance of creating a collaborative environment for teacher development.

3. Implementing Teacher Competency Development Strategies

Teacher competency development at Dayah Babul Mustaqim is implemented through a variety of strategies, including regular teacher recruitment, training, and mentoring. Waled Sanusi, one of the senior teachers, shared that the school recruits qualified teachers from renowned Dayah institutions and offers a combination of formal and informal training. As Waled Sanusi stated:

"Teachers in Dayah Babul Mustaqim are recruited from prestigious Dayah schools in Aceh. Starting in 2023, we also began hiring teachers for general subjects, in line with our integrated school curriculum." (Waled Sanusi, Senior Teacher)

The Impact of Teacher Competency Development on Educational Quality

The development of teacher competencies has a significant impact on the quality of education at Dayah Babul Mustaqim. Based on observations conducted during the study, several key areas of teacher performance were evaluated to assess the effectiveness of the competency development strategies. These areas include lesson planning, lesson execution, material mastery, personal development, interaction with students, teamwork, and ethics. The Table 9 below summarizes the evaluation of the observed teacher competencies:

Table 9. Observation Results

No.	Aspects Observed	Evaluation Description
1.	Lesson Planning	Good
2.	Lesson Execution	Good
3.	Learning Evaluation	Satisfactory
4.	Mastery of Teaching Materials	Good
5.	Personal Development	Good
6.	Interaction with Students	Good
7.	Teamwork	Good
8.	Personality and Ethics	Good

Source: Research Observation Results

Table 9 reflects the observations made during the research and highlights the teachers' overall effectiveness. Most aspects of teaching, such as lesson planning, execution, and interaction with students, were rated as "Good," indicating the positive impact of the ongoing teacher development programs. The "Satisfactory" rating for learning evaluation suggests that while the teacher's evaluation skills are commendable, there is still room for improvement, particularly in assessing student progress.

The development of teacher competencies has a significant impact on improving the overall quality of education. The effectiveness of teaching directly affects student outcomes, as competent teachers can better manage classrooms, engage students, and create a productive learning environment.

Impact on Teachers

Through the implementation of competency development programs, teachers at Dayah Babul Mustaqim report improvements in their teaching effectiveness, classroom management, and interpersonal skills. Ibu Yuni Sari, the vice principal for curriculum, noted:

"The impact of teacher development programs is evident. Teachers have gained a better understanding of how to use various teaching methods and have successfully applied them in the classroom. This has resulted in better learning outcomes for our students." (Ibu Yuni Sari, Vice Principal).

Teachers also reported gaining confidence in their ability to use new teaching methods, as Ibu Iska Muntari, a teacher at Dayah Babul Mustaqim, explained:

"After attending training, I began using a student-centered approach, where students actively participate in their learning process. I also use various learning resources like videos and interactive simulations, which has improved students' understanding." (Ibu Iska Muntari, Teacher)

Impact on Students

The impact of teacher competency development extends beyond teacher performance to influence student learning. Students have reported feeling more motivated and engaged in the learning process when teachers use varied teaching methods. Muhammad Rifki, a student at Dayah Babul Mustaqim, shared:

"I enjoy the learning process more when our teachers use different methods like discussions and interactive games. It makes learning more fun and engaging." (Muhammad Rifki, Student)

Similarly, Ikhsan Zulfahmi emphasized the role of teacher-student interactions in boosting his motivation:

"Teachers who are friendly and clear in their explanations make it easier for us to understand the material. Their enthusiasm motivates us to learn more." (Ikhsan Zulfahmi, Student)

Impact on the Institution

Dayah Babul Mustaqim has shown significant improvement in its institutional performance as a result of the teacher competency development programs. The school now provides a more supportive learning environment for both teachers and students, fostering collaboration and a more interactive approach to teaching. The school's leadership has also been praised for its commitment to continuous improvement, as mentioned by Ibu Nurfazilah:

"Teacher development has had a positive impact on the overall institution. We are now able to create an environment where both students and teachers feel motivated to perform their best." (Ibu Nurfazilah, Headmaster)

This aligns with research by Ekmekci and Serrano (2022), who argue that continuous professional development programs enhance teacher effectiveness and student achievement by improving teaching practices and fostering a collaborative environment.

4. Conclusion

The research highlights the critical role of teacher competency development in improving educational quality, particularly in specialized educational settings such as Islamic boarding schools. The integration of both religious and general education requires teachers to possess a wide range of competencies, from pedagogical skills to professional knowledge and interpersonal skills. The findings from Dayah Babul Mustaqim confirm that when teachers are supported through targeted professional development programs, there is a significant positive impact on both teaching quality and student outcomes. This aligns with previous research by Alwaely et al. (2023) and Ekmekci & Serrano (2022), which emphasizes the link between teacher quality and student achievement.

Furthermore, the research illustrates the importance of creating a supportive learning environment through a combination of formal and informal professional development opportunities. As seen in the findings, teachers at Dayah Babul Mustaqim have not only enhanced their teaching skills but have also developed more effective classroom management and improved student engagement. The study also supports the idea that professional development should be continuous and aligned with both the teachers' needs and the educational context. This is in line with the perspectives of Suyadi et al. (2022) and Kusnandi (2024), who argue that a structured, yet flexible, teacher training system can lead to more sustained improvements in teaching practice and student outcomes.

In conclusion, the findings from Dayah Babul Mustaqim provide valuable insights into the importance of teacher competency development in improving educational quality. By investing in both the professional and personal growth of teachers, the school has fostered an environment conducive to learning, not only for teachers but also for students, ensuring a positive and productive educational experience.

5. Conclusions

This research has examined the strategies used by Dayah Babul Mustaqim Bireuen in developing teacher competencies and their impact on the quality of education. The study found that the development of teacher competencies, particularly through structured training programs, significantly influences the effectiveness of the teaching-learning process and the overall educational outcomes at the school. Through a combination of policy-driven initiatives, teacher support systems, and active involvement in professional development, Dayah Babul Mustaqim has fostered a conducive environment for both teachers and students. The findings also suggest that the integration of religious and general education within the dayah system is a key factor in shaping the competencies of the teaching staff and, ultimately, the students' academic and personal growth.

The research highlights the importance of continuous professional development, strategic planning in identifying teacher needs, and the use of community partnerships to enhance teacher competencies. The impact of these efforts is evident in the improved teacher performance, student engagement, and overall institutional development. Moreover, the results underscore the need for a balanced approach to teacher development that incorporates both pedagogical and personal growth elements, particularly in specialized educational settings like Dayah Babul Mustaqim.

This study successfully achieved its objectives by providing valuable insights into the processes and strategies employed by the school, as well as the subsequent effects on educational quality. The research contributes to the broader discourse on teacher professionalization, particularly within Islamic educational institutions, and offers practical recommendations for similar schools striving to enhance teacher competencies and educational quality. The findings can serve as a model for other dayah institutions seeking

to improve their educational practices and prepare their students for both religious and secular challenges in a globalized world.

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