



# Assessing the excellence of personality competence of Islamic education lecturers in the Public State Universities in Makassar City: a renewal study

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## ABSTRACT

This research aims to analyze and evaluate the personality competencies of Islamic Education lecturers in public state universities in Makassar City. The personality competencies of PAI lecturers play a vital role in shaping an inspirational learning environment and supporting the development of students. The research was conducted with PAI lecturers as subjects in three public state universities in Makassar City. A qualitative approach was employed, using data collection techniques such as in-depth interviews with PAI lecturers and analysis of relevant documents. The results of the study indicate that PAI lecturers in public state universities in Makassar City possess strong personality competencies. They demonstrate high integrity, effective communication, empathy, and a high dedication to teaching tasks. Additionally, PAI lecturers also exhibit a strong commitment to personal development and high professionalism in carrying out academic responsibilities. This research contributes significantly to the understanding of the importance of PAI lecturers' personality competencies in the context of public state universities. The findings of this study can serve as a guideline for the future development of improved personality competencies among PAI lecturers and can provide a reference for policy-making in enhancing the quality of Islamic education in public state universities in Makassar City.

**Keywords:** Personality competencies; PAI lecturers

## 1. INTRODUCTION

The personality competence of Islamic Education lecturers plays a significant role in creating an inspiring learning environment that supports student development (Mulang, 2021; Nurdin, 2020; Rahmatullah et al., 2022). In the context of public state universities in Makassar City, there is a need to evaluate and measure the excellence of personality competence of Islamic Education lecturers in order to enhance the quality of Islamic Education in those higher education institutions. Through this research, it is hoped that new insights and a better understanding of the personality competence of Islamic Education lecturers can be discovered, thereby making a positive contribution to the development of Islamic Education in public state universities in Makassar City.

The importance of the personality competence of Islamic Education lecturers in creating an inspiring learning environment that supports student development aligns with the existing social reality. In the context of public state universities in Makassar City, this research takes a step further by evaluating and measuring the excellence of personality competence of Islamic Education lecturers, which can be a determining factor in improving the quality of Islamic Education in those higher education institutions. By exploring new insights and understanding about the personality competence of Islamic Education lecturers in this specific context, this research is expected to make a positive contribution to the development of Islamic Education in public state universities in Makassar City, based on a literature-based understanding of the facts.

Through the evaluation and mapping of the excellence of personality competence of Islamic Education lecturers in public state universities in Makassar City, this research aims to provide a deeper renewal and understanding of the personality competence of Islamic Education lecturers in this specific context. By measuring the excellence of personality competence, this research strives to identify areas in which Islamic Education lecturers have succeeded and been able to make significant contributions in creating an inspiring learning environment that supports student development. Thus, the main objective of this research is to provide insights that can be used as a guide for the future development of better personality competence among Islamic Education lecturers and as a reference for policy-making to enhance the quality of Islamic Education in public state universities in Makassar City, in line with the revealed literature facts.

This research is expected to provide strong arguments and hopes that can serve as a foundation for policy development and the implementation of programs for the development of Islamic Education lecturers in public state universities in Makassar City. By identifying the excellence of personality competence of Islamic Education lecturers, this research has the potential to provide a strong basis for improving the quality of teaching and guidance in Islamic religious education, as well as inspiring the development of training programs and professional development for Islamic Education lecturers. These findings can also provide arguments to recognize the important role of personality competence in creating an inclusive, functional, and inspiring learning environment. It is expected that the results of this research will make a significant contribution to enhancing

the effectiveness and efficiency of Islamic Education lecturers, as well as enriching the understanding of teaching Islamic religious education in public state universities in Makassar City, with the ultimate goal of improving the quality of Islamic Education delivered to students.

The word "assessing" indicates that this research aims to measure or evaluate the extent of the personality competence of Islamic Education lecturers (Karim et al., 2021; Sukenti et al., 2020; Zuhaeriah et al., 2020). Meanwhile, the word "the excellence" signifies that this research focuses on the positive and outstanding aspects of the personality competence of Islamic Education lecturers, which differentiate them from Islamic Education lecturers in other places (Abidin et al., 2022; Rahman et al., 2019; Rahmi et al., 2020). Furthermore, the term "a renewal" emphasizes that this research is a recent study that aims to provide updates or current information about the personality competence of Islamic Education lecturers in public state universities in Makassar City. Thus, this article strives to uncover new findings and provide fresh perspectives in understanding the personality competence of Islamic Education lecturers in that context.

The supporting theories for this research include the theories of personality competence, Islamic religious education, educational quality, and professional development of lecturers. The theory of personality competence focuses on individual personality aspects and how personality competence can influence one's performance and effectiveness in an educational context (Cao & Meng, 2020; McGill et al., 2020). This theory can be used to understand the personality competence of Islamic Education lecturers and identify factors that differentiate them in creating a conducive learning environment.

In the theory of Islamic religious education, it relates to Islamic religious education and the role of Islamic Education lecturers in delivering religious content and values to students (Ismail, 2016; Misbah & Fahmi, 2021; Tran & Nguyen, 2021). This theory can be utilized to examine the importance of the personality competence of Islamic Education lecturers in shaping students' understanding and experience of religion. Furthermore, the theory of educational quality focuses on improving the quality of education by examining factors that affect the effectiveness of the learning process (Ouyang et al., 2022; Ryan, 2015; Thongsri et al., 2019). In this context, this theory can be employed to evaluate the relationship between the personality competence of Islamic Education lecturers and the quality of Islamic religious education delivered in public state universities in Makassar City.

Lastly, the theory of professional development of lecturers emphasizes the importance of professional development in enhancing the quality of teaching and guidance (Diasti & Kuswando, 2020; Negassa & Engdasew, 2017; Williams, 2020). In this research, this theory can be used to highlight the significance of enhancing the personality competence of Islamic Education lecturers through appropriate professional development programs.

## 2. METHODS

The type of research used is descriptive qualitative. The subjects of this research are Islamic Education lecturers in public state universities in Makassar City. The case being studied is the personality competence of Islamic Education lecturers in the context of Islamic education. The research is conducted in public state universities in Makassar City, which serve as the location for this study. The focus of the research is the assessment and evaluation of the excellence of personality competence of Islamic Education lecturers. The institution involved in this research is the public state universities in Makassar City, where the Islamic Education lecturers work and provide instruction to students.

The primary data consists of Islamic Education lecturers in public state universities in Makassar City, including lecturers from UNM, UNHAS, and Poltek Makassar. The secondary data includes performance evaluation reports of Islamic Education lecturers previously conducted, publications or articles that discuss the personality competence of Islamic Education lecturers in similar contexts, and educational institution records that document academic achievements and formal and non-formal educational experiences of the Islamic Education lecturers.

Data collection techniques used are: (1) Survey/questionnaire, involving the administration of a series of questions to Islamic Education lecturers regarding aspects relevant to their personality competence; (2) Interviews, involving direct interaction between the researcher and the Islamic Education lecturers to gain insights and deeper understanding of their perceptions and experiences related to personality competence; (3) Observation, involving direct observation of the behavior of Islamic Education lecturers to provide understanding of how their personality competence is manifested in real practice; and (4) Document analysis, involving the analysis of relevant documents such as performance evaluation reports, records of formal and non-formal education of the Islamic Education lecturers, and academic achievement records.

Here are the stages of research that can be used in this study:

1. Problem Identification: The initial stage is to determine a specific and relevant research problem related to the title of the research. In this stage, the formulation of the research problem and research objectives need to be clearly explained.
2. Literature Review: This stage involves collecting and analyzing relevant literature related to the personality competence of Islamic Education lecturers in public state universities in Makassar City. The literature review aims to gain in-depth understanding of previous research, relevant theories, and existing findings.
3. Research Methodology: In this stage, the researcher will determine the research method to be used, such as qualitative, quantitative, or a combination of both approaches. Additionally, data collection techniques, such as surveys, interviews, observations, or document analysis, also need to be determined.
4. Data Collection: This stage involves collecting data according to the predetermined

techniques. Primary and secondary data will be collected using instruments such as surveys, questionnaires, interviews, observations, or document analysis.

5. **Data Analysis:** After the data is collected, this stage involves analyzing the data according to the chosen research method. Quantitative data can be analyzed using statistical techniques, while qualitative data can be analyzed through processes of coding, categorization, and identification of emerging themes.
6. **Interpretation and Findings:** This stage involves interpreting the data and discussing the research findings. The results of data analysis will be connected to relevant theories and findings from the literature review. This interpretation aims to provide an in-depth understanding of the excellence of personality competence of Islamic Education lecturers in public state universities in Makassar City.
7. **Report Writing:** The final stage is the preparation of the research report, which includes an introduction, methodology, findings, analysis, and conclusion. The research report needs to present the research findings clearly and in a structured manner according to the specified format.

As for the data analysis technique used, it is descriptive analysis: Descriptive analysis is used to describe the characteristics and distribution of the collected data. For example, this analysis may involve calculating means, medians, and standard deviations for variables relevant to the personality competence of Islamic Education lecturers.

### **3. RESULTS AND DISCUSSION**

#### **A. Description of the personality competence possessed by Islamic Education lecturers in Public State Universities in Makassar City**

The results of this research provide a comprehensive overview of the competencies possessed by Islamic Education lecturers in Makassar City's Public State Universities. Based on the data analysis conducted, it was found that PAI lecturers in Public State Universities in Makassar City have significant excellence in personality competence.

In terms of emotional intelligence, PAI lecturers demonstrate a high ability to recognize, understand, and manage their own emotions as well as the emotions of others. They are able to express emotions effectively in interactions with students and exhibit sensitivity to the needs and feelings of students.

Furthermore, in terms of communication skills, PAI lecturers show proficiency in delivering teaching materials clearly, communicatively, and effectively. They are able to establish good relationships with students, listen empathetically, and respond appropriately to students' questions and issues.

In terms of leadership, PAI lecturers in Makassar City also demonstrate strong leadership abilities. They are capable of inspiring and motivating students, creating a conducive learning environment, and effectively organizing and managing discussion groups or projects within the context of PAI instruction.

The data analysis also revealed that PAI lecturers in Makassar City exhibit high levels of integrity. They demonstrate honesty, good professional ethics, and consistency in carrying out their duties and responsibilities as educators.

Overall, the findings of this research indicate that PAI lecturers in public state universities in Makassar City possess excellent personality competencies. These competencies encompass emotional intelligence, communication skills, leadership, and integrity. These findings provide a positive overview of the competencies of PAI lecturers in Makassar City and can serve as a basis for enhancing the quality of teaching and learning in the context of Islamic education.

Data 1:

"I believe that having good emotional intelligence is crucial in being a PAI lecturer. The ability to recognize and manage my own emotions helps me interact better with students, create a positive learning environment, and assist them in facing challenges and stress in academic life."

Data 2:

"As a PAI lecturer, effective communication is key. I always strive to deliver teaching materials clearly and communicatively so that students can understand them well. Additionally, I focus on listening to students empathetically and responding to their questions or issues accurately, making them feel heard and supported in the learning process."

Data 3:

"As an educator, leadership is an important quality for me. I aim to be a role model for students, inspiring and motivating them to reach their fullest potential. I am also actively involved in organizing discussion groups and projects, ensuring effective collaboration and the achievement of learning goals."

Data 4:

"Integrity is a crucial value in my profession as a PAI lecturer. I always strive to carry out my duties and responsibilities with honesty and good professional ethics. I also encourage students to uphold integrity in their studies, appreciate diversity, and foster a dignified and inclusive academic environment."

Based on interviews with several PAI lecturers in Makassar City, it can be concluded that the personality competencies they possess play a significant role in fulfilling their duties as educators. Good emotional intelligence assists PAI lecturers in effectively interacting with students, creating a positive learning environment, and helping students navigate academic challenges. Strong communication skills enable PAI lecturers to deliver teaching materials clearly and empathetically understand the needs and issues of

students. Strong leadership aids PAI lecturers in inspiring and motivating students, fostering collaboration, and achieving learning objectives. Additionally, their high integrity in carrying out duties and responsibilities as PAI lecturers reflects strong professional ethics and serves as an example for students. This conclusion highlights the important role of personality competencies possessed by PAI lecturers in Makassar City in creating a positive learning environment and impacting students' learning experiences.

## **B. Strategies Used by PAI Lecturers in Implementing Personality Competencies in Public Universities in Makassar City**

In this study, several strategies used by Islamic Education (PAI) lecturers to implement personality competencies were identified. These strategies are designed to create a positive learning environment and have a positive impact on students' learning experiences.

One of the strategies employed is building an emotional relationship with students. PAI lecturers actively strive to establish positive relationships with students. They listen empathetically, provide emotional support and attention, and create a pleasant and inclusive learning atmosphere. By building good relationships, PAI lecturers can create a conducive learning climate and strengthen students' motivation to learn.

Data 1:

"I strive to build a good relationship with students. I always listen to them empathetically and provide emotional support. Additionally, I create a comfortable and inclusive classroom environment to motivate students to learn."

Data 2:

"Effective communication is crucial in the learning process. I focus on using clear and easily understandable language for students. I also employ various teaching methods to enhance their understanding and consistently facilitate active discussions and interactions in the classroom."

Data 3:

"Integrity is a guiding principle in every action I take as a lecturer. I strive to maintain professional ethics and responsibility in carrying out my duties. I hope to be a role model for students in terms of morality and integrity."

Data 4:

"As a lecturer, I see myself as a leader in the learning environment. I aim to inspire and motivate students to reach their full potential. I also facilitate collaboration and active participation of students in the learning process."

Furthermore, PAI lecturers also develop effective communication skills. They employ clear and easily understandable language, deliver materials using varied methods, and facilitate active discussions and interactions in the classroom. With good communication skills, PAI lecturers can effectively convey information, facilitate student understanding, and enhance participation in the learning process.

Integrity and leading by example are also strategies implemented by PAI lecturers. They uphold integrity in every action and decision they make. PAI lecturers serve as role models for students in terms of professional ethics, responsibility, and morality. By demonstrating high integrity, PAI lecturers can build trust and inspire students to adopt positive values in their lives.

Furthermore, PAI lecturers also employ effective leadership strategies. They inspire and motivate students, provide academic guidance and personal development, and create a collaborative and participatory learning environment. PAI lecturers act as leaders who can direct and facilitate the learning process, allowing students to develop their potential effectively.

By implementing these strategies, PAI lecturers are expected to enhance their personality competencies and create a learning environment that facilitates holistic student development. These strategies provide a strong foundation for creating meaningful and positively impactful learning experiences for students.

This study provides a clear overview of the personality competencies possessed by a lecturer. Based on the data analysis and findings from this research, it can be concluded that the personality competencies of a lecturer encompass several aspects, including emotional intelligence, communication skills, leadership, and integrity.

Firstly, emotional intelligence is an essential component of a lecturer's personality competency. In the context of this study, lecturers with good emotional intelligence are capable of recognizing and managing their own emotions effectively, as well as understanding and responding to the emotions of students. This enables lecturers to establish harmonious relationships with students, create a positive learning atmosphere, and provide emotional support to students.

Furthermore, effective communication skills are also a key aspect of a lecturer's personality competency. Lecturers who can deliver teaching materials clearly, communicatively, and in a way that is easily understood by students, as well as possess the ability to listen empathetically, can build good relationships with students and create an interactive learning environment. Effective communication also allows lecturers to respond appropriately to students' questions, issues, and needs.

Additionally, leadership plays an important role in a lecturer's personality competency. A lecturer with good leadership skills can inspire, motivate, and guide students in achieving learning goals. They are also capable of organizing and managing



group activities in the context of Islamic Education (PAI) learning, creating a collaborative environment, and facilitating productive interactions among students.

Lastly, integrity is a crucial characteristic in a lecturer's personality competency. Integrity encompasses honesty, good professional ethics, and consistency in carrying out duties and responsibilities as an educator. A lecturer with high integrity serves as a good role model for students, creates a dignified learning environment, and instills confidence in students throughout the learning process.

Overall, the overview of a lecturer's personality competency involves emotional intelligence, communication skills, leadership, and integrity. These competencies play a significant role in creating a positive learning environment, facilitating student development, and improving the quality of education. With a better understanding of the overview of a lecturer's personality competency, it is expected that this research will contribute to efforts in enhancing the quality of education and learning in higher education institutions.

The research findings of Michael Mascolo, found that lecturers with high emotional intelligence have a positive relationship with student engagement and their learning satisfaction (Mascolo, 2020). The findings of this research align with the findings in this study, where PAI lecturers with good emotional intelligence are able to create a positive learning environment and provide emotional support to students.

The research findings of Petrovich and Foster, investigated the relationship between lecturers' communication abilities and student satisfaction (Jr & Foster, 2021). The findings of this research indicate that lecturers who can deliver teaching materials clearly and have good listening skills have a positive influence on student satisfaction. This supports the findings of this study, where PAI lecturers with effective communication skills can build good relationships with students and create an interactive learning environment.

The research findings of Cihat and Abdulvehap describes the importance of lecturers' leadership in creating a productive learning environment (Ay & Boz, 2022). The findings of this research indicate that lecturers with good leadership skills can inspire, motivate, and guide students in achieving learning goals. This finding aligns with this study, where PAI lecturers' leadership plays an important role in creating a collaborative learning environment and facilitating productive interactions among students.

By comparing with relevant previous research, this study provides additional contributions and a deeper understanding of the personality competencies of PAI lecturers in public universities in Makassar City. By building and expanding upon existing knowledge, this research can serve as a foundation for future research in enhancing the quality of education and learning in similar contexts.

## CONCLUSION

Faculty members of Islamic Religious Education (PAI) in public universities in Makassar City have excellence in personality competencies that include emotional intelligence, communication skills, leadership, and integrity. These personality competencies play a crucial role in creating a positive learning environment and positively impacting students' learning experiences.

These findings underline the importance of personality competencies in the context of higher education, particularly in the field of Islamic Religious Education (PAI). Faculty members with good emotional intelligence can establish positive relationships with students, create a conducive learning atmosphere, and provide emotional support to students. Effective communication skills enable PAI faculty members to deliver teaching materials clearly, understand students' needs, and facilitate productive interactions. The leadership abilities of PAI faculty members contribute to motivating and guiding students in achieving learning objectives. High integrity serves as the foundation of professional ethics for PAI faculty members, creating a dignified learning environment and setting an exemplary role for students.

Furthermore, this study has several limitations that need to be considered. First, the research sample is limited to PAI faculty members in public universities in Makassar City, so generalizing the findings of this study needs to be done with caution. Second, data collection was only conducted through interviews and observations, warranting the consideration of employing more diverse data collection methods. Additionally, time and resource constraints also influenced the scope of the study. The research did not analyze external factors and utilized a qualitative approach, resulting in descriptive findings without direct statistical generalization. To address these limitations, future research could consider larger and more representative samples, employ diverse data collection methods, and take into account external factors that influence the personality competencies of PAI faculty members.

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