

## **Can In-House Training organized by the Principal improve the personal competence of Islamic Education teachers?**

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### **Abstract**

*This study aims to analyze the role of school principals in improving the personal competence of Islamic Education (PAI) teachers through an In-House Training (IHT) program at Al-Aqsha Jatinangor Plus High School. This study uses a qualitative descriptive approach with a case study design, involving in-depth interviews, participatory observation, and document analysis of 10 PAI teachers and the principal as key informants. The data were analyzed through triangulation of sources and methods to ensure validity. The results show that the principal plays an active role in the planning, implementation, and evaluation of IHT based on Islamic values, with activities such as tahfidz workshops, classical Islamic texts study, and character learning simulations. This program succeeded in improving the personality competencies of PAI teachers in terms of religiosity, professionalism, and exemplary behavior, supported by visionary leadership and institutional commitment, despite being hampered by time and facility constraints. It was concluded that IHT initiated by the principal was effective in shaping PAI teachers holistically, contributing to the quality of character education for students,*

**Keywords: Principal, Personal Competence, Islamic Education Teacher, In-House Training**

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## **INTRODUCTION**

Education plays a strategic role in shaping the nation's future generation, who will not only be intellectually superior, but also strong in character and noble in morals (Dewi Resika Wati, 2024). Within this framework, the presence of teachers is a decisive factor, especially Islamic Education (PAI) teachers who bear a dual responsibility: to convey religious teachings and to set a real example in the spiritual and moral dimensions of students' lives (Judrah et al., 2024). The legal basis for the role and competencies of teachers is contained in Law No. 14 of 2005 on Teachers and Lecturers, which stipulates that teachers must have pedagogical, personal, social, and professional competencies, with personal competencies occupying a central position because they are directly related to the function of teachers as role models for students (Undang-Undang Nomor 14 Tahun 2005).

In the context of Islamic Religious Education, personal competence includes the ability of teachers to reflect polite attitudes, noble character, maturity in decision-making, and consistency in displaying exemplary behavior in everyday life (Limnata et al., 2024; Tanamal et al., 2024). PAI teachers with strong personal integrity will find it easier to influence the character development of their students, particularly in terms of moral guidance, instilling good character, and strengthening their spiritual dimension (Marliana et al., 2025; Syafruddin, 2025). The example set by teachers through their words, attitudes, and actions will create a conducive learning environment for the internalization of Islamic values in students (Badrudin & Shidiq, 2022).

Therefore, strengthening and developing the personal competencies of PAI teachers needs to be placed as one of the top priorities in efforts to improve the quality of Islamic education in Indonesia (M. Ali, 2022). Teacher education and training programs should not only focus on mastery of subject matter and teaching methods, but also seriously address the development of teachers' integrity, emotional maturity, and moral consistency (Setyaningrum et al., 2025). Through Islamic Education teachers who are mature, religious, and humanistic, the religious

education process in schools is expected to produce students who not only understand Islamic teachings cognitively, but also practice them in their daily behavior with full awareness and responsibility (Isnaini, 2024).

Although various professional development programs and policies have been implemented to improve the competence of Islamic Education (PAI) teachers, the reality in the field shows that some teachers still do not demonstrate optimal personal competence in carrying out their roles and responsibilities (Munawir et al., 2025; Nasution, 2023). In a study conducted by Andini et al. (2025) and Yuswita et al. (2024) This condition is evident, among other things, in the fact that there are still teachers who are not consistent in setting an example in terms of attitude, behavior, and moral commitment, so that the Islamic values taught in class are not fully reflected in their daily practices with students. The gap between the ideal role of PAI teachers as role models and the reality of their implementation in schools is one of the fundamental issues that needs serious attention (Adib, 2024).

The impact of the suboptimal personal competence of PAI teachers is not only felt in the learning process in the classroom, but also in the quality of character building of students who are expected to become a generation with noble character, integrity, and strong spiritual awareness. When teachers are unable to present themselves as consistent, empathetic, and inspiring figures, the internalization of Islamic values in students becomes less profound (Zaeni et al., 2018). Therefore, more effective, contextual, and needs-oriented measures are required for teachers in educational institutions. One strategic approach that can be implemented is the execution of an In-House Training (IHT) program coordinated by the school principal, enabling the development of teachers' personal competencies in Islamic Education to be conducted in a targeted, collaborative, and sustainable manner within the school environment itself (Ningsih, 2024).

Baharuddin and Kanada (2017) In his research, he states that In-House Training (IHT) is a form of training conducted within the school environment so that the coaching process can take place in the real context of where teachers work every day. Through this mechanism, principals have the opportunity to direct, monitor, evaluate, and guide teachers more intensively and continuously, both in terms of planning, implementation, and reflection on learning (Christy et al., 2025; Hidayat & Ibrahim, 2023; Sari Komala, 2025). Thus, IHT not only functions as a forum for knowledge transfer, but also as a vehicle for professional assistance that is closely aligned with the real needs of teachers in schools (E. Y. Ali & Takdir, 2021).

Hartatik (2022) mentioning that as a model of continuous professional development, IHT is considered effective because the training materials, methods, and strategies can be tailored to the characteristics of the educational unit, the conditions of the students, and the challenges faced by teachers in their daily teaching. This activity is relatively more accessible to teachers in terms of time, cost, and involvement, thereby increasing the potential for participation and sustainability of the program (WK et al., 2025). In addition, IHT enables the creation of a collegial learning culture among teachers, where they can share experiences, discuss, and reflect on best practices together (KH Rasyidin, 2024).

Through the visionary and supportive leadership of school principals, IHT can be directed towards the development of teachers' competencies in a more practical and relevant manner, including personality aspects such as improving integrity, emotional maturity, empathy, and moral commitment in carrying out educational duties (Legi, 2024). Participatory and contextual training has the potential to foster enthusiasm, a sense of belonging, and intrinsic motivation among teachers to continue improving themselves (Putri et al., 2025). Thus, IHT not only contributes to improving technical teaching skills, but also serves as a strategic means of strengthening teachers' work ethic and personal competence in order to support more meaningful and humanistic learning (Azyanti, 2018).

Hariadi (2021) stating that IHT is a training model conducted in a school environment, so that the entire coaching process takes place in the real context where teachers carry out their daily professional duties. Through this approach, school principals have the opportunity to guide, assist, and evaluate teachers more directly and intensively, both in terms of lesson planning, classroom implementation, and reflection on practices that have been carried out (Saman & Hasanah, 2024). Thus, IHT is not only a technical training forum, but also a professional development vehicle that is closely aligned with the real needs of teachers in educational units.

As a form of continuing professional development, IHT is considered effective because the training materials, methods, and strategies can be tailored to the characteristics of the school, the profile of the students, and the specific challenges faced by teachers, making the training more contextual and applicable (Siska, 2025). This activity is also relatively more accessible to teachers in terms of time, cost, and location, so that participation rates can be higher and potentially sustainable. In addition, the implementation of IHT encourages the creation of a culture of collaborative learning among teachers, where they can share experiences, discuss learning issues, and develop collaborative solutions.

IHT also provides space for principals to design development strategies that are more practical and relevant to the school's vision, both in terms of pedagogy and teacher personality (Suheri, 2025). Through discussion sessions, workshops, case studies, or guided reflection, school principals can foster enthusiasm, confidence, and motivation among teachers to continue improving their competencies. In this context, IHT not only contributes to improving teaching skills, but also to strengthening teachers' moral commitment, professional attitude, and work ethic, thereby supporting the realization of a more meaningful, humanistic, and character-building educational process for students.

Based on the background description, it appears that the In-House Training (IHT) program initiated and managed by school principals has strategic potential in developing the personal competencies of Islamic Education (PAI) teachers. IHT not only facilitates the continuous improvement of teachers' professional abilities but also provides space for strengthening teachers' integrity, maturity, and moral exemplary behavior in the real context of schools. However, a deeper understanding is still needed regarding how principals design and implement IHT, the types of activities developed, and the extent to which the program impacts the improvement of PAI teachers' personal competencies.

## RESEARCH METHODS

This research method uses a qualitative descriptive approach with field research (case study) (Ilhami et al., 2024). This approach was chosen to describe the phenomenon under study in depth without the aim of testing new theories (Waruwu, 2024). This study was conducted at Al-Aqsha Plus High School, Jatinangor, with the research subjects being Islamic Education (PAI) teachers involved in the In-House Training (IHT) program led by the principal. The research object focused on the development of PAI teachers' personality competencies through the implementation of the program. This location was chosen because the school has an educational orientation that emphasizes character building in students and routinely conducts IHT for teachers.

Data collection was conducted using three main techniques, namely interviews, observation, and documentation (Jailani, 2023). Mixed interviews were conducted with the principal and PAI teachers to obtain more in-depth and contextual information. Observations were conducted openly on processes and activities related to the implementation of IHT, while documentation was used to collect written data in the form of school documents and relevant activity archives. These three methods complemented each other to obtain comprehensive data.

The collected data was then analyzed using qualitative analysis techniques through several stages, namely data reduction, data presentation, conclusion drawing, triangulation, and verification of findings (Husnullail & Jailani, 2024). Data reduction was performed to filter data relevant to the research focus, then presented in the form of descriptive narratives (Wulandari et al., 2024). In addition, conclusions are drawn by linking findings with research theories and objectives. Validity is strengthened through triangulation of data sources and verification with respondents to ensure that interpretations and conclusions remain consistent with reality in the field (Syhran, 2020)..

## RESULT AND DISCUSSION

In this section, the results of the analysis obtained through interviews, observations, and documentation studies will be presented in depth with reference to the problems described in the previous section. The discussion focuses on how principals play a role in designing and implementing In-House Training (IHT) programs to develop the personal competencies of Islamic Education (PAI) teachers, the types and forms of IHT activities carried out, and the impact of their implementation on improving teachers' personal competencies. In addition, this section also reviews various supporting and inhibiting factors that arise in the IHT implementation process, thereby providing a more complete picture of the dynamics of developing the personal competencies of PAI teachers in the school environment.

### **1. The role of the principal in designing, implementing, and managing the supporting and inhibiting factors of the In-House Training (IHT) program for the development of PAI teachers' personal competencies.**

The process of developing the personal competencies of PAI teachers through In-House Training (IHT) requires school principals to demonstrate leadership that is not only administrative but also visionary, inspiring, and collaborative. After providing an overview of the strategic role of the principal in directing the IHT program, a more detailed description is needed of how this role is realized in concrete practice at the educational unit level. Therefore, the following discussion focuses on two main aspects, namely the design and implementation of IHT by the principal, as well as various supporting and inhibiting factors that influence the success of the program in improving the personal competence of PAI teachers.

#### **a. Design and implementation of IHT by the Principal for the Development of PAI Teachers' Personality**

The role of the principal in developing the personal competencies of Islamic Religious Education (PAI) teachers through the In-House Training (IHT) program at Al-Aqsha Plus High School is very strategic. As leaders of learning, principals not only manage administrative aspects but also have full control in initiating, designing, and directing IHT programs to align with the school's vision of shaping religious character and noble morals in students (Baharuddin & Kanada, 2017; Hidayat & Ibrahim, 2023). Based on interviews with the principal and PAI teachers, there appears to be a strong commitment to making IHT a vehicle for continuous development that emphasizes the personality dimensions of teachers, including integrity, exemplary behavior, and emotional maturity in carrying out their professional duties (Judrah et al., 2024; Limnata et al., 2024).

At the planning stage, the principal plays a role in developing an IHT design that is contextual to the needs of teachers and the characteristics of students. The training material is aimed at strengthening behavioral consistency, emotional control skills, and polite communication that reflects Islamic values in daily interactions in the school environment (Ali, 2022; Tanamal et al., 2024). The principal designs activities such as reflective discussions, case studies, teaching experience reviews, and good practice sharing sessions, so that PAI teachers

are encouraged to reflect on their attitudes, behavior, and spiritual commitment in the learning process (Ilhami et al., 2024; Putri et al., 2025). Thus, IHT planning is not general in nature, but is specifically focused on strengthening personality competencies as the main foundation of the PAI teacher profession (Setyaningrum et al., 2025).

During the implementation stage, the principal acts as a facilitator and driver of collegial learning culture among teachers. IHT is carried out in the school environment so that training takes place in the real context where teachers carry out their duties, making the material and activities easier to internalize into teaching practices and character building of students (Hariadi, 2021; Hartatik, 2022). The principal encourages the active participation of PAI teachers through two-way dialogue, mentoring, and constructive feedback, thereby creating a supportive coaching atmosphere oriented towards continuous self-improvement (Siska, 2025; WK et al., 2025). In addition, the principal's role as a role model in terms of discipline, honesty, and moral commitment reinforces the messages conveyed in IHT, as PAI teachers directly observe the expected behavioral model (Legi, 2024; KH Rasyidin, 2024).

During the evaluation stage, the principal not only assessed the success of the program from an administrative perspective, but also focused on assessing changes in the attitudes, behavior, and professional responsibilities of PAI teachers after participating in the IHT. The evaluation is carried out through daily observations in the classroom, monitoring of teacher-student interactions, and joint reflections on the development of teachers' personalities (Wulandari et al., 2024; Syahrani, 2020). The principal also identifies factors that support and hinder the implementation of IHT, such as time constraints, variations in teacher motivation, and availability of facilities, and then uses them as a basis for improving the program in the next period (Ningsih, 2024; Saman & Hasanah, 2024). In this way, the role of the principal in designing, implementing, and evaluating IHT is key to the success of developing the personality competencies of PAI teachers at SMA Plus Al-Aqsha, while also strengthening the quality of Islamic education oriented towards character building in students (Marliana et al., 2025; Syafruddin, 2025).

#### **b. Supporting and inhibiting factors in the implementation of IHT by school principals for the development of PAI teachers' personalities**

In the implementation of In-House Training (IHT) for the development of Islamic Education (PAI) teachers' personal competencies, there are a number of supporting factors that contribute greatly to the success of the program. Full support from the principal is a very decisive factor, because visionary leadership and commitment to teacher development will influence the direction, quality, and sustainability of training. Principals who understand the urgency of strengthening teacher character tend to design IHT programs in a planned manner, providing time, facilities, and a conducive working atmosphere, as well as ensuring that training activities are in line with the real needs of teachers and the objectives of character building for students (Baharuddin & Kanada, 2017; Legi, 2024). In this context, the principal does not merely act as an administrative supervisor but also as a driving force behind the school culture that prioritizes the integrity, exemplary behavior, and professional attitude of PAI teachers.

In addition to the leadership of the principal, the active participation of PAI teachers is also a very important supporting factor. Teachers who are highly motivated, willing to learn, and open to feedback will find it easier to utilize IHT as a means of self-development. Teachers' active involvement in discussions, reflections, and hands-on practice during training can strengthen the internalization of expected personality values, such as emotional maturity, moral responsibility, and consistency of behavior both inside and outside the classroom (Ningsih, 2024; Siska, 2025). The spirit of learning and collaboration among teachers also creates a supportive learning community, so that IHT does not only become a formal activity, but develops into a culture of continuous competency improvement.

However, the implementation of IHT is not without various obstacles that need to be anticipated. One of the main obstacles is the limited time available to teachers. High workloads, such as teaching obligations, administrative tasks, and other school activities, often make it difficult for teachers to find enough time to participate in training optimally. If the IHT schedule is not flexible and integrated with the academic calendar, the training has the potential to become a mere formality without having a profound impact on changing the personality and professional practices of PAI teachers (Hariadi, 2021; WK et al., 2025). Therefore, time management and schedule planning are important aspects that must be carefully planned by the school.

Another inhibiting factor is the difference in the level of understanding, readiness, and motivation among PAI teachers. Some teachers who feel that they already have good personality competencies may view training as irrelevant, resulting in low involvement. On the other hand, teachers who actually need personality strengthening sometimes face difficulties in following the material or conducting in-depth self-reflection, either due to limitations in concepts, experience, or self-confidence (Zumroti, 2020; Hakim, 2023). This diversity can reduce the effectiveness of IHT if it is not responded to with differentiation strategies, mentoring, and appropriate personal approaches. Therefore, for IHT to be truly effective in developing the personality competencies of PAI teachers, schools need to optimize supporting factors while designing systematic solutions to various existing obstacles.

## **2. The types of activities carried out in the In-House Training (IHT) program and their impact on improving the personal competence of PAI teachers**

The In House Training Program (IHT) implemented at Al-Aqsha Plus High School includes various activities designed to directly support the development of PAI teachers' personal competencies.

### **a. Forms of IHT Activities Implemented in the Context of Developing the Competence of PAI Teachers' Personality**

Based on the results of observations and interviews, these activities were designed to be relevant to the actual needs of teachers in carrying out their roles as educators and role models for students.

#### **1). Classroom management training**

Classroom management training focuses on improving teachers' ability to manage classrooms effectively while creating a conducive, orderly learning environment that is rich in moral and spiritual values. The training not only emphasizes technical aspects such as student organization and management of learning activities, but also teaches teachers to respond to classroom dynamics with wisdom, empathy, and exemplary behavior in accordance with Islamic educational principles (Ali, 2022; Tanamal et al., 2024). Through simulations, role plays, and case studies, PAI teachers are trained to deal with various challenging situations in the classroom while maintaining patience, fairness, and authority as educators.

#### **2). Improving effective communication skills**

Another important component of IHT is effective communication training for PAI teachers. This activity aims to strengthen teachers' abilities to interact with students, colleagues, and parents in an assertive, polite, and persuasive manner. PAI teachers are encouraged to be good listeners, able to provide constructive feedback, and deliver teaching materials in clear and easy-to-understand language (Judrah et al., 2024; Putri et al., 2025). Effective communication helps build emotional closeness and trust between teachers and students, which ultimately supports the process of internalizing Islamic values and shaping students' character.

#### **3). Workshop on improving moral and spiritual role models**

This workshop is aimed at deepening PAI teachers' awareness that their personalities and role models are the most powerful means of preaching and education. In this activity, teachers gain reinforcement regarding the importance of consistency between their words, attitudes, and daily behavior with the Islamic values taught in class (Marliana et al., 2025; Syafruddin, 2025).

Islamic education teachers are invited to reflect on their role as role models and are trained to integrate the values of honesty, responsibility, simplicity, and caring in real interactions at school.

#### 4). Group discussions and experience sharing

IHT also facilitates group discussions and experience sharing forums among PAI teachers. These activities provide a space for teachers to share the challenges they face in teaching, exchange problem-solving strategies, and strengthen each other emotionally and professionally. Through open and reflective dialogue, teachers can learn from the good practices of their peers and formulate joint solutions to the problems they face in the classroom (Ningsih, 2024; Siska, 2025).

From the observations, PAI teachers welcomed this activity enthusiastically because it was considered relevant to their needs in managing learning and nurturing students' personalities. They felt that the IHT training series helped enrich their knowledge, strengthen their commitment, and improve their readiness as educators and role models in Islamic education.

#### **b. The Impact of IHT Implementation on Improving the Competence of PAI Teachers' Personality**

The implementation of IHT at Al-Aqsha Plus High School has had a tangible positive impact on improving the personal competence of PAI teachers. Based on the interview results, the teachers stated that after participating in the training series, they felt more confident when interacting with students and managing daily classroom dynamics. This confidence is evident in their ability to lead the class calmly and firmly, while still reflecting the noble moral values that are the spirit of PAI learning (Marliana et al., 2025; Tanamal et al., 2024). Teachers also reported an improvement in their communication skills, both in delivering material clearly and in setting a consistent example of behavior inside and outside the classroom.

In addition, IHT also fosters teachers' intrinsic motivation to continue improving themselves. Many teachers realize that a mature, religious, and emotionally stable personality is a key pillar in their profession as PAI educators, on par with pedagogical and professional competencies (Ali, 2022; Setyaningrum et al., 2025). The training opened new insights into how attitudes, word choices, interaction styles, and ways of addressing student problems greatly determine the success of internalizing Islamic values. Teachers then feel encouraged to be more reflective, engage in self-reflection, and strive to maintain consistency between the teachings they convey and the behavior they display every day.

However, the positive impact of IHT was not felt uniformly by all PAI teachers. Variations in experience, background, and initial competency levels led to diverse responses to the training. Some teachers who already had strong personal competencies from the outset tended to view some of the material as reinforcement or repetition of the practices they had already been implementing (Zumroti, 2020). For this group, the main benefits were confirmation of the good practices they had been implementing and reinforcement of their professional commitment.

Conversely, for teachers who are relatively new or who still face difficulties in classroom management and communication, IHT is perceived as very helpful and has a significant impact. They report an increase in their ability to control their emotions, build rapport with students, and respond to student behavior with greater patience and proportionality (Hakim, 2023). Thus, it can be concluded that the implementation of IHT contributes significantly to improving the personal competence of PAI teachers, although there are variations in the level of usefulness influenced by the initial conditions and readiness of each teacher

## CONCLUSION

Based on the results of the research conducted, it can be concluded that the In-School Training (IHT) program initiated and managed by the principal has a very significant contribution

to the development of the personality competencies of Islamic Education (PAI) teachers. The principal plays a strategic role as the designer, implementer, and evaluator of In-House Training (IHT) activities that are specifically aimed at improving the personality of PAI teachers, not only in terms of professionalism, but also in terms of attitude, morals, and exemplary behavior that is internalized by students in their daily lives.

The implementation of IHT at Al-Aqsha Plus High School has shown a positive impact on improving the personal competence of PAI teachers. The types of training provided, such as classroom management, strengthening communication skills, and internalizing moral and spiritual values, have proven effective in encouraging improvements in the personal and professional qualities of teachers. Teachers involved in IHT have experienced increased self-confidence, improved classroom management skills, and a stronger awareness of the need to set a good example for their students. Teachers' work motivation also tends to increase, although not all teachers experience the same impact, especially those who already had relatively good personal competencies from the outset.

In addition, this study also identified supporting and inhibiting factors in the implementation of IHT. The main supporting factors include the commitment and full support of the school principal, as well as the active participation of teachers in each series of activities. Conversely, inhibiting factors include limited implementation time and variations in teachers' understanding and motivation levels, which are not yet uniform. This condition is an important note for the development of IHT programs in the future so that they can be designed to be more adaptive, inclusive, and effective in accommodating the needs of teachers' continuous personal development.

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