

## Strategic development of Islamic religious educators in enhancing the pedagogical excellence of junior high school teachers

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### ABSTRACT

Improving the professional competence of educators is crucial in enhancing the quality of education. However, many educational institutions still face challenges in consistently implementing development strategies, especially in integrating pedagogical, technological, and managerial skills to meet global demands. This study aims to explore educator development strategies to improve professional competence at Bani Hasyim Islamic Junior High School, Singosari, Malang. Using a qualitative descriptive method, data were collected through interviews with the school principal, three vice principals, the head of the national exam committee, and teachers of Indonesian, English, Arabic, and Islamic Religious Education. Data were analyzed using Miles and Huberman's interactive model, which includes data collection, condensation, display, and conclusion drawing. The findings reveal three key strategies: (1) Educational Strategy, offering free higher education for teachers; (2) Training Strategy, structured in three levels- Level I for new teachers, Level II for quality improvement, and Level III for prospective vice principals; and (3) Responsibility Internalization Strategy, aimed at building a professional attitude and commitment. These strategies are expected to enhance curriculum relevance, learning quality, and educator readiness in facing global educational challenges. Future research should expand the scope to other educational levels and examine the role of technology integration in educator development outcomes.



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## INTRODUCTION

Educator development strategy is a series of steps or approaches designed to improve the quality and ability of educators to carry out their duties professionally (Steinert et al., 2019). This strategy includes efforts to provide training, further education, and ongoing coaching for educators (Wahyudi et al., 2025). MacPhail, in his research, explained that the main purpose of this strategy is to ensure that educators are able to master teaching materials, use effective learning methods, and utilize technology to support the educational process (MacPhail et al., 2019). With the right development strategy, educators can face new challenges in the world of education, such as curriculum changes and the growing needs of learners (Sancar et al., 2021).

Warren adds that educator development also includes improving skills in leadership, communication, and classroom management (Warren, 2021). These competencies are important so that educators can create a conducive and enjoyable learning environment (Kurniawati & Siswanto, 2024). This strategy often involves formal training, such as seminars and workshops, as well as informal coaching, such as mentoring and group discussions (Chan-Anteza, 2020). In practice, Adrianto added that this strategy must be tailored to the needs of individual educators and the goals of the educational institutions where they work (Andrianto, 2019). Thus, educators not only teach but also become facilitators who are able to empower students.

As for improving professional competence, according to Qobilovna, it is an effort made to develop a person's abilities, skills, and knowledge in the field of work pursued (Qobilovna, 2023). Professional competence includes technical ability, mastery of material, and special expertise relevant to job duties and responsibilities (Napitupulu, 2020). Suchyadi added that this improvement effort aims to ensure that individuals are able to work effectively, productively and meet applicable professional standards (Suchyadi et al., 2020). With improved competencies, a professional can face job challenges that are increasingly complex and change with the times (García-Pérez et al., 2021).

In line with Ridei's statement, improving professional competence usually involves various activities, such as training, further education, certification, or direct experience in the field (Ridei, 2021). This process not only helps individuals to improve their work performance but also opens up wider career opportunities. Professional competence also involves aspects such as critical thinking, problem-solving, and appropriate decision-making (Cruz, 2020). Thus, the definition of educator development strategies and the improvement of professional competencies are important steps to ensure educators are able to face the evolving challenges of education. Through training, coaching, and continuous development, educators can improve their teaching quality and become effective facilitators. This approach also opens up wider career opportunities and ensures the relevance of expertise to the future demands of the profession.

As stated by Budiharso that educators have an important role in producing a quality and competitive generation in society (Budiharso & Tarman, 2020). However, it is slightly different in application or in practice according to Simamora et al, where many educators face various challenges, such as limited ability to master technology, lack of renewal of learning methods, and lack of access to relevant training (Simamora et al., 2020). This often causes a gap between the competence of educators and the growing demands of education. In the presentation of Beribe research results that in the era of globalization, education requires educators who are able to adapt to curriculum changes, digital technology, and the increasingly complex and diverse needs of students (Beribe, 2023).

According to Szabo, educator development strategies are the main solution to overcome various problems in education (Szabo, 2020). Through continuing education, training, and ongoing coaching, educators can improve their abilities professionally (Hullinger & DiGirolamo, 2020). In contrast to Teachers' submissions that the implementation of this strategy is often not optimal due to various obstacles, such as the lack of budget, the lack of appropriate training programs, and the low motivation of educators to develop themselves (Villa & Manalo, 2020). This statement is reinforced by Rossoni that the lack of collaboration between educational institutions, the government, and the community is also an inhibiting factor in the implementation of this development strategy (Rossoni, 2024).

The strategy of developing educators and improving professional competence has a gap that lies in the difference between ideal needs and reality in the field (Jamil & Thohir, 2023). Based on the explanation, various studies above emphasize the importance of continuous training, coaching, and adjusting strategies to the needs of individual educators. However, its implementation often faces obstacles such as budget constraints, a lack of relevant training programs, and low motivation of educators to participate. In addition, factors such as lack of technological mastery, curriculum changes, and diverse learner needs pose major challenges. This gap shows that although strategies have been formulated, their implementation has not been able to effectively address the demands of globalization and the complexity of education.

Based on this explanation, it can be inferred that the problem of educator development strategies and improving professional competence also occurs at the research location to be studied, namely at Bani Hasyim Islamic Junior High School, Singosari. This school is in an educational environment that continues to develop and is exposed to the demands of globalization, such as the implementation of an independent learning curriculum, the use of learning technology, and the diverse characteristics of students. However, in practice, there is still a gap between the ideal demands of educator competence and the reality on the ground. Some teachers experience limitations in accessing relevant professional training, a lack of renewal of teaching methods, and low motivation to develop themselves continuously. In addition, support from the school and external collaboration, such as from the education office or professional community, still need to be strengthened so that teacher development strategies can run optimally and sustainably following current educational dynamics. Thus, this study is relevant to examine in depth what strategies have been and can be implemented at Bani Hasyim Islamic Junior High School, Singosari, in order to bridge the gap between ideal needs and reality in developing educators.

Thus, further research is needed to explore new approaches that are not only theoretically effective but also applicable and able to answer the needs of educators in various social and cultural contexts. This research is presented to formulate effective educator development strategies in order to improve professional competence. This research focuses on identifying the needs of educators, mastering technology, updating learning methods, and increasing collaboration between schools, government, and the community. Thus, it is expected that the results of the research can provide applicable solutions that support the quality of learning, curriculum relevance, and educators' ability to face educational challenges in the era of globalization.

Currently, educator development strategies are an important focus in improving professional competencies to face educational challenges in the era of globalization. Various efforts, such as training, continuing education, and coaching, continue to be carried out to strengthen teachers' capacity in mastering subject matter, learning methods, technology, and classroom management. However, on the ground, there are still many obstacles faced, such as limited access to training, lack of updates in methods, and low motivation among teachers to develop continuously. Additionally, institutional support and external collaboration are also not yet optimal. The gap between ideal needs and reality is the main obstacle to achieving the goals of teacher professional development. Therefore, this study aims to identify practical strategies that have been and can be implemented at Bani Hasyim Islamic Junior High School, Singosari, to bridge this gap. The research focuses on an approach that is contextual, sustainable, and relevant to the current dynamics of education.

## METHOD

This research is related to the Development Strategy of Educators in order to Improve Professional Competence. This research uses a descriptive qualitative approach in the form of a case study with a single case study design (Creswell, 2010). The location of the research is Bani Hasyim Islamic Junior High School under the Bani Hasyim Foundation's Masjidil Ilmi, located at Persada Bhayangkara Singosari Housing Complex, Block L-K, Pagentan, Singosari, Malang. The data source in this research is all the facts and figures that can be used as material to compile information. While the main data sources in research are words and actions, the rest are additional data, such as documents, photographs, and others that are closely related to this research. The method that researchers use to determine informants is to use probability techniques (sampling is not based on chance) with the types of "purposive sampling and snowball sampling".

Furthermore, the informants in this study are the Principal, Vice Principal for Curriculum, Vice Principal for Student Affairs & Facilities and Infrastructure, Head of National Examinations & Indonesian Language Teacher, English and Arabic Teachers, and Religion Teachers. Data collection is done through three ways, namely, in-depth interviews to collect information in the form of verbal words (verbal), participant observation to understand the attitudes/actions that occur, and document analysis in the form of writings, pictures, recording, and so on. Furthermore, the informants in this study consist of 23 individuals, including the Principal, Vice Principal for

Curriculum, Vice Principal for Student Affairs & Facilities and Infrastructure, Head of National Examinations & Indonesian Language Teacher, as well as teachers of English, Arabic, and Islamic Religion. Data collection is carried out through three techniques, namely:

- In-depth interviews to collect verbal information from key informants,
- Participant observation to understand real-time actions, behaviors, and attitudes,
- Document analysis, including writings, photos, and recordings relevant to educator development and professional competence.

Table 1. Informants in the Study

No.	Position / Role	Number of Informants
1	Principal	1
2	Vice Principal for Curriculum	1
3	Vice Principal for Student Affairs & Infrastructure	1
4	Head of National Examinations & Indonesian Language Teacher	1
5	English Teacher	5
6	Arabic Teacher	7
7	Islamic Religion Teacher	7
<b>Total</b>		<b>23</b>

Table 2. Interview Guideline Instrument

No.	Focus Area	Sample Interview Questions
1	Educator Development Strategies	What efforts have been made by the school to improve teachers' professional competence?
2	Challenges in Implementation	What obstacles do you face in implementing teacher development programs?
3	Training and Coaching	Are there continuous training or mentoring programs provided by the school or externally?
4	Motivation and Participation	How motivated are the teachers in participating in self-development activities?
5	Role of Stakeholders	How is the collaboration between the school, government, and community in teacher training?
6	Impact on Teaching Quality	In your opinion, how does professional development affect the teaching and learning process?

The data analysis used is interactive model analysis as proposed by Miles and Huberman, that data analysis begins with the process of data collection, data condensation, data presentation, and then ends with verification or conclusion drawing. The stages in this research are in the form of research stages that researchers fully carry out by working inductively. Researchers first explored the field. For more details, the stages in question can be seen in the following Figure 1.

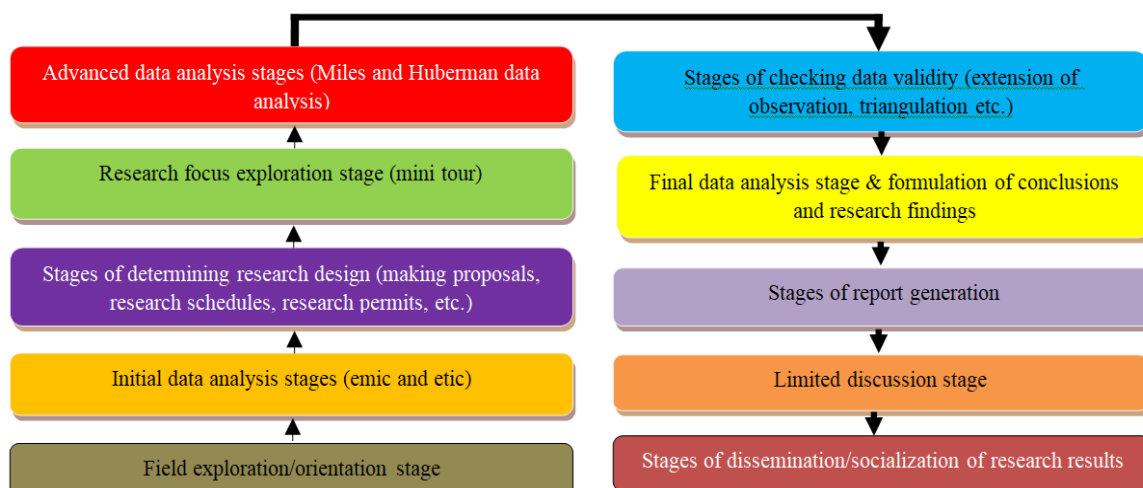


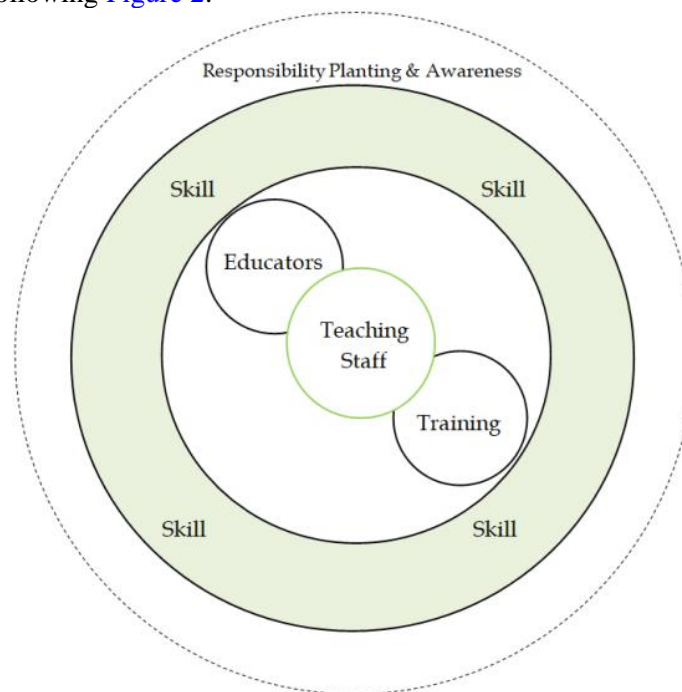
Figure 1. Research Stages

## RESULTS AND DISCUSSION

### Results

This study found that in order to improve the professional competence of teaching staff, Bani Hasyim Islamic Junior High School, Singosari, Malang, implemented several strategies, namely education and training. This is done because educators are positioned as role models, protectors, and mentors for students. Educators are required to be compassionate to students, treat them with high care, and assist them in the learning process as a whole. In addition, teachers also have the responsibility to continue to direct, give advice, and instill moral messages about the importance of knowledge and the future of students. Students should not proceed to a higher level of education before they have mastered the previous lessons and have good morals. Therefore, teachers must be able to maintain a balance between the development of knowledge and the formation of moral character in the learning process.

Training, on the other hand, is more focused on developing practical skills that are relevant to specific needs, both for individuals and organizations. Training is designed to deepen specific abilities, such as technical, managerial, or soft skills like communication and teamwork. In the world of work, training is an effective tool to improve employee productivity and the quality of their performance. The combination of strong education and proper training allows a person to not only have a solid theoretical foundation but also be able to implement it effectively in real situations. Further, the following description of the educator development strategy applied by Bani Hasyim Islamic Junior High School, Singosari, to improve professional competence, the strategy is categorized in the following [Figure 2](#).



**Figure 2.** Classification of Educator Development Strategies (Continuous Development)

In [Figure 2](#) above, it can be understood that the roles of educators and trainers are complementary in shaping the skills and competence of teaching staff, especially in instilling and realizing a strong sense of responsibility. Educators play a crucial role in providing a solid foundation of ethical values, moral character, and professionalism, which are essential in guiding students effectively. On the other hand, training plays a vital role in equipping educators with practical skills, such as innovative teaching techniques, effective communication strategies, and the ability to motivate and engage learners. Through the integration of strong educational values and continuous training, educators are better prepared to carry out their duties professionally and to contribute meaningfully to the improvement of the quality of education.

## ***Education***

Education in organizations plays an essential role as a process to develop individual abilities that are in line with the organization's goals. Through education, members of the organization can enhance their knowledge, broaden their insights, and sharpen skills that support the achievement of institutional missions. Structured educational efforts not only help individuals master technical competencies but also foster an understanding of organizational values and work culture. This ensures that each member is aware of their responsibilities and roles within the system. In practice, education also functions as a bridge that connects personal potential with organizational expectations. With proper implementation, education becomes a strategic tool to increase employee productivity and institutional effectiveness. Ultimately, this contributes to the overall success and sustainability of the organization.

In facing the increasingly complex realities of the world of work, organizations need human resources who not only have technical skills but are also able to think strategically and adaptively. Education is key in building this capacity by equipping organizational members with the latest knowledge and innovative approaches. With the right education, organizations can create a productive work environment, increase job satisfaction, and strengthen employees' commitment to common goals. In addition, education helps individuals understand their values, work culture, and responsibilities within the organization. This promotes synergy between individual competencies and organizational needs. A structured education process also enables employees to contribute optimally to achieving the organization's vision and mission. Therefore, education is not only a means of development but also a strategic investment for long-term success.

Based on the results of the study, it was found that the strategy of developing teaching staff at Bani Hasyim Islamic Junior High School through education is implemented by providing free opportunities for educators to pursue further studies. Educators who have received this educational support are expected to enhance their quality and capacity to contribute to the school's future progress. Education within the organization is positioned as a strategic element that supports both personal and professional growth of teaching staff. It ensures that the abilities of educators align with the institution's vision, mission, and developmental goals. Through structured educational programs, teachers are better prepared to face dynamic educational demands. This alignment helps create a productive, responsive, and sustainable school environment. Thus, education becomes not only a tool for competence building but also a means of institutional transformation.

## ***Educator Training***

From the results of the researcher's analysis based on information obtained from several informants, it was found that one of the main reasons for the implementation of educator development strategies is that Bani Hasyim Islamic Junior High School is a newly established private institution that is still in the development stage. Therefore, efforts to improve the quality of educators are considered essential in order to build a strong educational foundation. The school recognizes that the competence of educators plays a central role in determining the success of the learning process. High-quality educators are those who not only master the teaching materials but also have good pedagogical skills. They are expected to be able to apply various learning methods that suit the needs of students. In addition, educators are required to understand and utilize technology to support effective learning. These various aspects are crucial in creating a quality and future-oriented educational environment.

The urgency of improving the quality of educators is increasingly felt in the midst of the growing dynamics of the world of education. The ever-changing curriculum, the diverse needs of students, and the demands of globalization require educators to continue to learn and adapt. In this context, training, workshops, and further education are important means to support the improvement of teacher competence. Good quality educators can create an inclusive, creative, and inspiring learning atmosphere. This not only has an impact on improving student learning achievement, but also on the image and competitiveness of the educational institution as a whole. Educational institutions that have qualified educators will be better prepared to face the challenges



of the times and be able to produce competent graduates. Therefore, improving the quality of educators is a priority to realize relevant and sustainable education.

The second finding reveals that the knowledge of educators at Bani Hasyim Islamic Junior High School continues to be upgraded in line with the development of globalization and advances in science and technology. This ongoing improvement is seen as a crucial step to ensure that educators remain relevant and responsive to the evolving demands of education. Despite these changes, the school remains committed to maintaining its unique characteristics and Islamic values. Educators are encouraged to enhance their competencies, especially in mastering new teaching tools and methods that support engaging and effective learning. The goal is to integrate technological advancements without losing the school's identity. This balance is essential in shaping educators who are both modern and rooted in moral values. Continuous development ensures they are ready to face global challenges while fostering a meaningful learning environment.

The urgency of improving educators' knowledge is closely related to the need to face future challenges and seize opportunities in the education sector. Changes in curriculum, educational policies, and the demands of the job market require educators to be adaptable and responsive. Training, workshops, and continuous education programs serve as effective tools to help educators stay updated with current developments and teaching innovations. Mastery of digital technology also enables teachers to optimize distance learning, manage classrooms more efficiently, and conduct assessments effectively. With these competencies, educators can create engaging learning environments and enhance student learning outcomes. Continuous knowledge upgrading also contributes to building a more competitive and progressive educational institution. Therefore, improving educators' capabilities is not just a necessity but a strategic effort to ensure educational relevance in the global era.

As for the training held at Bani Hasyim Islamic Junior High School, based on the research findings, it can be seen in the following table of educator training categorization:

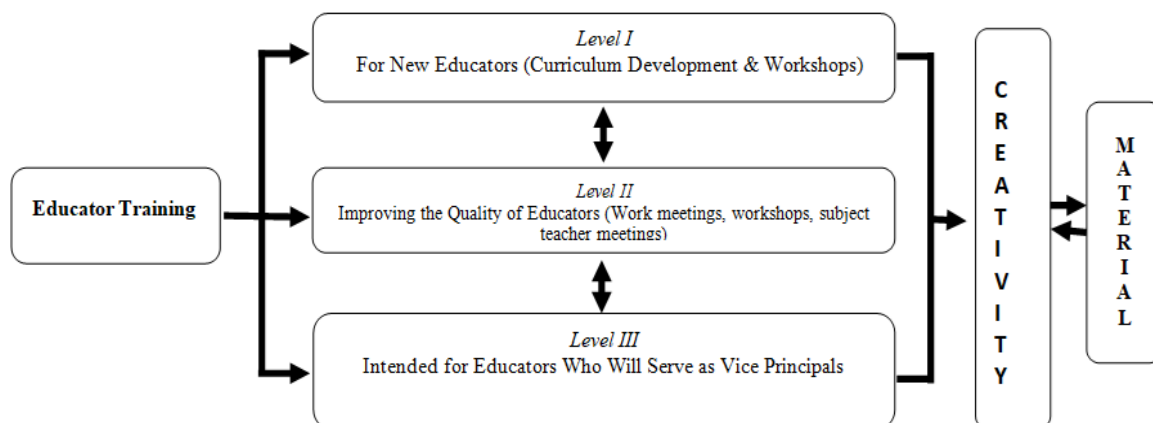


Figure 3. Forms of Training

a. Level I: New Educators (Curriculum Development & Workshops)

New educators require development through targeted training programs to ensure that the quality of education remains relevant and sustainable. Such training allows them to continuously update their knowledge and teaching skills, particularly in adapting to changes in curriculum, technological advancements, and the evolving needs of learners. Educators are expected to master effective teaching methods, utilize digital tools in the classroom, and apply creative as well as inclusive learning strategies. Training also plays a vital role in enhancing communication skills, improving classroom management, and strengthening problem-solving abilities. As education becomes increasingly global, teachers must be prepared to face international standards and challenges. Therefore, well-structured training is essential in building professional educators who are adaptable and competent. This development ensures that they can contribute effectively to creating a responsive and forward-looking educational environment.

For new educators, curriculum workshops are conducted as part of training activities that provide space to discuss learning objectives, materials, methods, and evaluation collaboratively. These workshops aim to produce a curriculum that is more applicable and adaptive to current educational needs. Through these activities, educators gain a deeper understanding of the curriculum's structure and implementation in the classroom. They are also trained to align curriculum content with the use of educational technology, as well as to consider both local and global educational contexts. This process strengthens their ability to plan and deliver learning effectively. Participation in such workshops helps educators develop their professional competence in a practical way. Ultimately, this contributes to the creation of higher-quality education that meets future challenges.

b. Level II: Educator Quality Improvement

Improving the quality of educators is a crucial step in ensuring the quality of education by the demands of the times. Qualified educators not only master the teaching material in depth but are also able to apply innovative and relevant learning methods. This enables them to create learning that is effective, engaging, and able to respond to the increasingly diverse needs of learners. In addition, quality improvement also includes the ability to utilize technology and keep up with the latest developments in science and education. That way, the learning process not only produces academically intelligent students but also equips them with the competence to compete at the global level. Educators who continue to develop themselves will be able to create an adaptive, creative, and transformative classroom atmosphere. Therefore, investment in improving the quality of educators is very strategic for the progress of education.

Improving the quality of educators in the form of working meetings (Raker) is done by providing a space for educators to collectively discuss challenges and opportunities in the implementation of learning. In this forum, teachers can share best practices, evaluate the curriculum, and design learning strategies that are more effective and relevant to students' needs. Working meetings are also a means to update teachers' understanding of the latest education policies, technological developments, and modern pedagogical approaches. Through this collaboration, educators can improve their communication, coordination, and innovation skills in carrying out their duties. In addition, this activity is also used to align the vision and mission of education adopted by the school with the learning practices carried out. The aim is to create an education system that is adaptive, high-quality quality and able to respond to the challenges of the times. Thus, working meetings are an important element in efforts to improve the quality of educators sustainably.

Improving the quality of educators through workshops provides an interactive and applicable learning experience, where educators can understand firsthand the latest learning methods. In this activity, teachers are engaged in discussions, simulations, and practical sessions designed to develop pedagogical skills as well as the utilization of technology in the learning process. In addition, creative approaches to teaching are honed through collaborative activities. Workshops provide a space to exchange ideas, experiences, and solutions to challenges faced in teaching. Through direct experience gained during the training, educators become more confident in implementing effective learning strategies. This activity also strengthens the spirit of cooperation and innovation among fellow teachers. Thus, the workshop is an appropriate means of improving the quality and professionalism of educators.

Improving the quality of educators through Subject Teacher Conferences is carried out by providing space for teachers to engage in discussions with fellow educators from outside the foundation or from different schools. In these forums, teachers can share teaching experiences, exchange ideas, and work together to find solutions to challenges in delivering subject materials. This activity is seen as effective in fostering innovation and creativity in the teaching process, making learning more interesting and responsive to the needs of students. Teachers also gain new insights into various teaching strategies that can be applied in the classroom. Besides that, Subject Teacher Conferences help build professional collaboration among educators, enabling mutual support and idea exchange. Teachers are also able to stay updated with the latest developments in curriculum and educational regulations. Through this



collaborative effort, the professional competence of teachers continues to develop dynamically and sustainably.

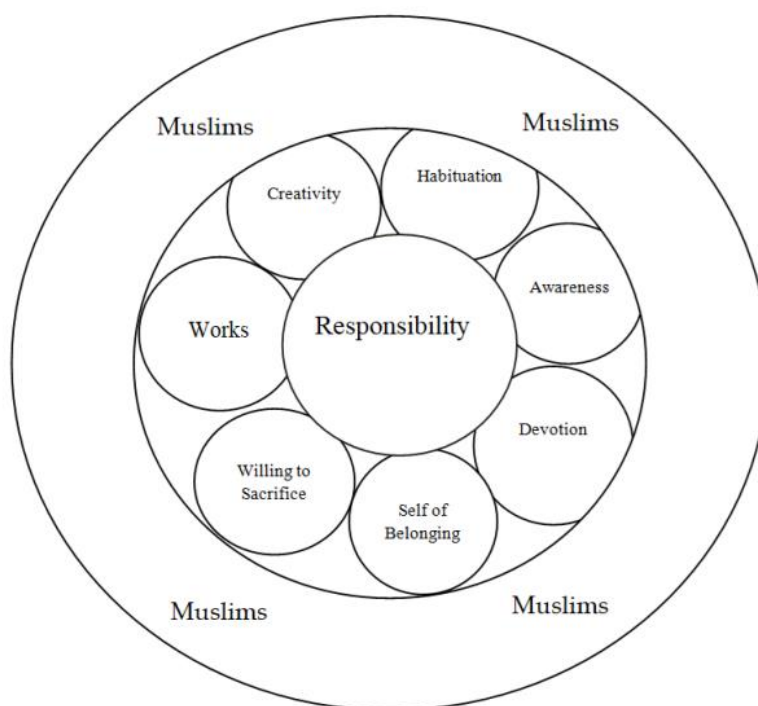
c. Level III: Intended for Educators who will serve as Vice Principal

Educator training for prospective Vice Principals plays an important role in preparing individuals for more complex tasks and responsibilities. The training aims to improve managerial, leadership, and decision-making competencies that are needed to support successful school management. Training materials usually cover curriculum management, education administration, human resource management, learning supervision strategies, as well as communication and negotiation skills. By attending this training, prospective vice principals can hone their ability to perform their roles with more confidence and professionalism. This is very important so that they are able to create a quality and sustainable educational environment. In addition, the training also provides a broader understanding of school organizational dynamics and quality improvement strategies. Thus, this training is a strategic step in producing educational leaders who are ready to face the challenges of the times.

### ***Cultivating and Realizing a Sense of Responsibility***

Increasing the professional competence of educators through education and training is then realized in real terms through the cultivation and awareness of responsibility. The responsibility that is instilled and realized is not solely oriented towards material benefits, such as salary, money, or other luxuries. However, it is more of a moral responsibility based on sincere intentions in educating and guiding students. Educators understand that their job is a mandate that must be carried out with dedication and sincerity. This responsibility is born from self-awareness to do good and right things in educating the next generation of the nation. In practice, this responsibility is reflected in the diligence, patience, and concern of educators for the development of their students. Therefore, the success of learning is not only measured by academic results, but also by the character and personality of the students.

Based on the results of the research, it can be concluded that the value and meaning of responsibility from the perspective of Bani Hasyim Islamic Junior High School are presented in the following [Figure 4](#).



**Figure 4.** The Value and Meaning of Responsibility from the Perspective of Bani Hasyim Singosari Islamic Junior High School

In Figure 4 above, it can be understood that planting and awareness of responsibility in educators has been cultivated in Bani Hasyim Islamic Junior High School, this is because educators realize and believe that educating and teaching is a responsibility as Muslims. The impact of the cultivation of responsibility in educators is to facilitate the teaching and learning process. Meanwhile, the benchmark for knowing whether educators are responsible can be seen from the smooth learning and teaching process. So that learning activities, starting from preparation to evaluation, are left entirely to educators, activities managed by educators emphasize how to develop the creativity, personality, and mindset of students, not just their competence. So that indirectly, the knowledge and personality of the santri are formed.

The duties of an educator can be described coherently based on their roles and dominant levels. First, educating by teaching is the most dominant form, as it involves the direct transfer of knowledge and shaping students' understanding. Second, educating by encouraging plays an important role in motivating students and building their self-confidence. Third, educating by example is essential, as teachers become role models through their behavior and attitudes. Fourth, educating by praise helps reinforce positive behavior and build a supportive learning environment. Fifth, educating by habituation forms consistent routines and discipline that shape student character. Sixth, educators also play a role in educating through other means, such as storytelling, discussions, and reflection. All of these duties reflect the comprehensive function of educators in developing students' intellectual, emotional, and moral qualities.

## Discussion

Education plays a crucial role in organizational development as it serves as a means to align individual competencies with institutional goals. As Soomro states, through education, members of an organization can enhance their knowledge, insight, and skills in ways that support the organization's vision and mission (Soomro et al., 2020). Structured educational programs allow individuals not only to understand the values and culture of the institution but also to fully embrace their responsibilities within it (Akpa et al., 2021). This alignment is essential for optimizing each individual's contribution to organizational advancement, as emphasized by Lomis (Lomis et al., 2021).

The need for strategically-minded and adaptable human resources is increasingly urgent in today's complex and dynamic work environment. Education becomes a vital mechanism to build this capacity, equipping individuals with current knowledge and innovative strategies, as noted by Ishak and Mansor (Ishak & Mansor, 2020). When carried out effectively, education fosters a productive work environment, enhances job satisfaction, and increases commitment to shared goals (Basalamah & As'ad, 2021). Moreover, Sitopu highlights that education must be seen not only as a development tool but also as a strategic investment that ensures an organization's long-term sustainability (Sitopu et al., 2024).

This discussion is supported by findings that highlight the use of education as a core strategy in developing teaching staff through facilitating access to further studies. This approach is based on the belief that advanced education improves the quality and capacity of educators, ensuring they are better equipped to face future educational demands. Such a model confirms Rojak assertion that with structured education, organizational members are more likely to internalize institutional values, adapt to its culture, and fulfill their responsibilities effectively, thus contributing optimally toward achieving the organization's broader goals (Rojak et al., 2024).

The findings of this study highlight that educator training is an essential strategy in improving the professional competence of teachers, particularly in schools that are still in the development phase. This is in line with the view of González-Pérez & Ramírez-Montoya, who emphasize that educators are the central pillar of the learning process, and their competence significantly influences students' academic success (González-Pérez & Ramírez-Montoya, 2022). Supporting this, Akram noted that educator quality encompasses mastery of teaching materials, pedagogical expertise, and the integration of technology into instructional practice (Akram et al., 2021).

The urgency of training is amplified by the rapid transformation within the education sector, driven by curriculum changes, diversified student needs, and globalization pressures. Smeplass stresses that training programs, workshops, and continued education play a critical role in enabling educators to respond to such challenges (Smeplass, 2023). These developmental interventions empower teachers to create inclusive, creative, and inspirational classroom environments. Similarly, Díez points out that high-quality educators not only elevate student outcomes but also strengthen institutional competitiveness (Díez et al., 2020).

Another important discussion point is that educators' knowledge must be continuously updated in response to globalization and technological advancement. Rosa & Mujiarto argue that educators must adapt swiftly to remain relevant (Rosa & Mujiarto, 2020). Goodwin further states that globalization reshapes educational contexts, demanding globally competitive teachers (Goodwin, 2020). Fischer adds that mastering emerging educational technologies is necessary for providing engaging and modern learning experiences. Law emphasizes that rapid shifts in curriculum and job market expectations necessitate educators who are flexible and up to date (Law, 2022), while Oliveira highlights the importance of digital fluency for distance learning and classroom efficiency (Oliveira et al., 2021).

To support these needs, the categorization of training into structured levels proves strategic. At Level I, new educators participate in curriculum development and workshops to equip themselves with updated knowledge, modern teaching methods, and inclusive strategies (Kjellgren & Richter, 2021; Ozen & Yildirim, 2022; Sorochoan et al., 2024). Curriculum workshops also help educators align content with local and global contexts while encouraging collaborative reflection (Makumane & Khoza, 2020; Shonfeld et al., 2021).

At Level II, efforts focus on educator quality improvement through working meetings, interactive workshops, and Subject Teacher Conferences (MGMP). Lukman et al., (2021) and Fawait, et al., (2024) underline the importance of innovative methods and technological adaptation to meet evolving student expectations. Meetings provide collaborative forums to share best practices and respond to educational shifts (Ahmed & Opoku, 2022; Tesema & Fathoni, 2023). Similarly, interactive workshops foster real-world teaching confidence (Ledger & Fischetti, 2020; Munna & Kalam, 2021), while MGMP supports interschool professional networks and the dissemination of updated policies (Ismail et al., 2022; Miranda & Chapman, 2024).

Level III training, designed for teachers assuming leadership roles such as vice principal, is equally important. Leadership development in education requires managerial, supervisory, and decision-making training to effectively manage academic environments (Hayes & Burkett, 2021; Nuha & Musyafa'ah, 2022). These trainings build confidence and competence in navigating the complexities of school leadership. Beyond training and education, a unique aspect revealed is the internalization of moral and religious responsibility as a foundation for professional conduct. This sense of duty is not oriented toward material gain but is rooted in ethical and spiritual values. Torelli explains that moral responsibility reflects ethical awareness (Torelli, 2021), while Yatim contextualizes this as a form of Islamic worship when actions are carried out with sincerity and according to Sharia principles (Yatim et al., 2023). This moral grounding enhances educators' commitment to nurturing student character and competence.

The manifestation of responsibility can be observed in the autonomy educators have over the entire learning process, from planning to evaluation. The emphasis is not only on competence but also on developing the personality, creativity, and mindset of students. Educators embody responsibility by their consistent actions and ethical modeling, which aligns with the following categorized roles: (1) educating by teaching (most dominant), (2) educating by encouraging (ordinary), (3) educating by example (normal), (4) educating by praise (moderate), (5) educating by habituation (dominant), and (6) educating by other means (dominant), as described by Crompton & Burke, Hanafi, Rapanta, Glerum, and Gunowa (Crompton & Burke, 2023; Glerum et al., 2020; Hanafi et al., 2021; Gunowa et al., 2021; Rapanta et al., 2021). In conclusion, the integration of training, education, and moral responsibility forms a holistic framework for enhancing educator professionalism. These findings affirm that both structural interventions and internal values are necessary to address the dynamic demands of modern education.

## CONCLUSION

Based on the various reviews that the researchers have described in the results and discussion, the researchers draw a conclusion related to the Educator Development Strategy in the Framework of Improving Professional Competence at Bani Hasyim Singosari Islamic Junior High School, Malang. Based on the focus of the research problem, namely: the strategy of developing educators in order to improve professional competence is categorized into three strategies, namely: First, the Education Strategy is promoted through the form of free lectures for educators, as a form of organizational goals, strategic and adaptive thinking resources; Second, the Educator Training Strategy, this training is carried out in three stages, namely: Level I; which is intended for new educators, Level II; in order to improve the quality of educators, and Level III: intended for educators who will serve as Vice Principals. Third, the Strategy of Cultivating and Realizing a Sense of Responsibility, which is applied in its operational level, is applied in real terms through: Educating by teaching, Educating by encouraging, Educating by example, Educating by praising, Educating by familiarizing, and Educating in other ways. As a recommendation for further research, it is suggested to conduct a comparative study between educator development strategies in Islamic-based private schools and public schools, or to explore in-depth the impact of these strategies on measurable outcomes such as student academic performance, teacher retention, and organizational innovation. Furthermore, future studies could also analyze the role of digital-based training platforms in enhancing teacher professional competence in the post-pandemic educational landscape.

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