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Islamic Education Teachers as Professional Murabbi: Navigating between Community Expectations and Career Realities

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Abstract

Islamic education teachers (IETs) play a vital role as professional *murabbi* in nurturing knowledgeable, morally upright, and well-rounded individuals. However, rapid developments in educational technology, increasing professional demands, and rising societal expectations have created various challenges in fulfilling this role. This study aims to explain the concept of the professional *murabbi* from the perspective of Islamic Education, describe society's expectations of IETs as *murabbi*, and discuss the career realities and contemporary challenges they face. The study employed a Systematic Literature Review (SLR) approach guided by the PRISMA protocol. A total of 14 articles published between 2020 and 2025 were selected through the processes of identification, screening, eligibility assessment, and synthesis from the Google Scholar, Semantic Scholar and Scopus databases. The findings indicate that the concept of a professional *murabbi* encompasses the roles of *muallim*, *mudarris*, *murabbi*, *muaddib* and *murshid*, emphasizing a balance between knowledge mastery, professional competence, and moral development. In addition, society places high expectations on IETs as role models, mentors, and agents of human development. Nevertheless, they face challenges such as workload, work-related stress, burnout risks, and the demands of educational digitalization. Therefore, professional competence, institutional support, and the internalization of Islamic values should be strengthened to ensure that IETs can effectively fulfill their role as professional *murabbi* in the contemporary educational landscape.

Keyword: Islamic Education Teacher, Professional Murabbi, Teacher Professionalism, Career Realities, Teacher Competency

Introduction

Education is one of the primary instruments of national development, as it plays a crucial role in shaping national identity and producing quality human capital capable of contributing to the nation's progress. Through an effective education system, efforts to develop a knowledgeable, skilled, and competitive society can be realized in line with the aspiration of achieving developed nation status by the year 2020.

This aspiration is in line with the Philosophy of Islamic Education, which is a continuous effort to impart knowledge, skills, and the appreciation of Islamic values based on the Quran

and the Sunnah. Its primary objective is to develop *insan kamil* (a holistic and balanced individual) who is spiritually, intellectually, emotionally, and physically balanced, and who is capable of fulfilling his or her responsibilities as a servant and vicegerent (*khalifah*) of Allah SWT. This philosophy emphasizes the comprehensive development of individual potential, the cultivation of noble character, and the establishment of harmonious relationships with Allah, fellow human beings, and the environment. Furthermore, it serves as a foundation for character development and complements the National Education Philosophy in producing human capital that is knowledgeable, faithful, and morally upright.

In realizing the objectives of the Philosophy of Islamic Education (PIE), teachers, particularly IETs, are expected to play a significant role as agents of change in shaping a knowledgeable, morally upright, and civilized society (Maziahtusima Ishak et al., 2021). Teachers are among the key components that contribute substantially to students' learning success in schools (Nur Shahidah Munir et al., 2025) and play an important role in developing students' morals, character, and knowledge through the process of Islamic education (Mohd Mutawalli Sya'rawi Mohamad et al., 2025). The importance of teachers' roles in the teaching and learning process has made them respected and highly regarded figures among students. Beyond serving as transmitters of knowledge, teachers also function as role models in the development of students' character and moral values (Rasnam Rasyidi et al., 2020).

In addition, the advice, guidance, and behaviour demonstrated by teachers are often regarded as examples to be emulated by students due to the authority, noble character, and integrity they display in their daily lives. Therefore, teachers not only serve as educators but also as role models who shape the values and personalities of future generations (Rasnam Rasyidi et al., 2020). This role has become increasingly important in the postmodern era, which is characterized by various social, moral, and technological challenges that require effective educational guidance and leadership (Maziahtusima Ishak et al., 2021). Furthermore, within the context of Islamic education, the challenges faced are more complex, as they involve not only adapting to technological advancements but also preserving Islamic values, morality, and spirituality within the teaching and learning process (Al-Attas, 1991).

Based on previous studies, several measures have been identified to strengthen the role of IETs as professional *murabbi* in addressing contemporary educational demands. These include emphasizing a balance between mastery of knowledge, character development, pedagogical skills, and a commitment to the holistic development of individuals. In addition, efforts to meet societal expectations of IETs involve the internalization of *qudwah hasanah* (exemplary role model) values, the enhancement of teaching professionalism, and the empowerment of teachers' roles as mentors, educators, and agents of change within society.

Furthermore, various contemporary challenges faced by IETs, such as increasing workload, work-related stress, rapid changes in educational technology, diverse societal expectations, and the risk of burnout, need to be addressed in an integrated manner. Therefore, institutional support, continuous professional development, effective teacher welfare management, and recognition of the strategic role of IETs are essential to ensure that they can effectively fulfil their responsibilities as educators and realize the aspirations of Islamic education in the contemporary era. Specifically, this study aims to:

1) To explain the concept of a professional *murabbi* from the perspective of Islamic Education.
2) To examine societal expectations of IETs as *murabbi*.
3) To discuss the career realities and contemporary challenges faced by IETs.

Research Methodology

The research methodology provides a detailed explanation of the procedures and methods employed in conducting the study to ensure the validity, reliability, and transparency of the findings obtained. This study adopts a Systematic Literature Review (SLR) approach, which enables researchers to systematically identify, evaluate, and synthesize previous studies based on established protocols. This approach facilitates the development of a more comprehensive, objective, and evidence-based synthesis of the existing literature. Therefore, this section discusses the article search process, the databases utilized, the inclusion and exclusion criteria, the article screening procedures, and the analytical techniques applied in this study.

This method systematically reviews previous literature to identify and synthesize the concept of the professional *murabbi* from the perspective of Islamic education, societal expectations of the role of IETs as *murabbi*, and the career realities and contemporary challenges they face. Through the analysis of relevant scholarly sources, this study seeks to consolidate various scholarly perspectives and research findings related to the characteristics of a professional *murabbi*, societal demands placed on IETs, and the factors influencing the effectiveness of their role within the contemporary educational context. Furthermore, the synthesis of the literature provides a more comprehensive understanding of the position of IETs as professional *murabbi* while also identifying research gaps that may be explored in future studies.

PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) was used as the primary guideline in the execution process of this Systematic Literature Review (SLR). PRISMA is a widely recognized protocol in academic research that ensures the process of searching, selecting, evaluating, and reporting articles is conducted systematically, transparently, and reproducibly by other researchers. The use of PRISMA helps enhance the quality of the study through clear documentation at each stage of the literature selection process.

In this study, the PRISMA process involves four main phases, namely identification, screening, eligibility, and final article selection (included). At the identification stage, articles related to the research topic are searched through selected academic databases using predetermined keywords. Subsequently, at the screening stage, duplicate, irrelevant, or out-of-scope articles are removed.

Identification

The identification stage is the first phase in the PRISMA flow diagram, which involves the process of identifying and gathering articles that have the potential to be included in the systematic literature review. At this stage, researchers conduct a systematic search using selected academic databases based on predetermined keywords, search phrases, and search strategies.

The primary objective of this stage is to retrieve as many articles related to the research topic as possible to ensure comprehensive literature coverage and reduce the risk of omitting relevant sources. As shown in Table 1, the researcher searches for articles or studies from various databases, such as Google Scholar, Semantic Scholar, and Scopus. All of these search results are then recorded.

In this study, Google Scholar was chosen as the primary database due to its diversity and extensive coverage across various research fields, such as social sciences, engineering, economics, medicine, law, education, and others. Google Scholar was selected as the main database to retrieve relevant past studies based on its effectiveness in obtaining full texts easily and cost-effectively.

The literature search process began with the use of primary keywords structured based on term matching and combined using Boolean operators such as "AND", "OR", and "NOT" to retrieve articles that meet the research scope. This search method leverages the filtering functions in Google Scholar to ensure that the search results are relevant and up to date. As a result of this process, a total of 602 articles were identified as the initial references, and all of these search strategies can be reused for future updates or further studies. The information in Table 1 displays the databases and search methods used to identify the relevant articles.

Table 1
Databases Used

Databases	Strength
Google Scholar	allintitle: ("Islamic education teacher career " OR " Islamic education teacher well-being " OR " Islamic education teacher workload " OR " Islamic education teachers as exemplars of morality ")
Semantic Scholar	“Islamic religious teacher” OR “well-being of Islamic education teachers” OR “societal expectations of Islamic education teachers”
Scopus	TITLE-ABS-KEY ("islamic religious teacher")

Screening

Screening stage is the second phase in the PRISMA flow diagram, involving the initial filtering process of articles identified from the selected databases. At this stage, articles are reviewed based on their titles and abstracts to determine their relevance to the research focus before undergoing a more comprehensive assessment during the eligibility stage.

The primary purpose of this stage is to exclude articles that are clearly irrelevant to the research questions and to reduce the number of articles that need to be examined in the subsequent stage. This process helps ensure that only articles with the potential to meet the study's criteria are carried forward to the full-text assessment stage.

Table 2
Criteria for article selection

Bil	Criteria	Eligibily	Exclusion
1.	Time frame	2020 to 2025	2020 and earlier
2.	Language	Malay, English and Indonesia	Articles published in languages other than Malay, English, and Indonesian.
3.	Document	Peer-reviewed journal articles	Thesis, book chapter, article, book series
4.	Research subject	Study of Islamic education teachers, community expectations, well-being of Islamic education teachers, workload of Islamic education teachers	Studies unrelated to the profession of Islamic education teachers
5.	Framework research	Empirical research: Quantitative, Qualitative and Mixed Method	Theoretical research lacking empirical data, General discussion
6.	Accessibility	full-text	Full-text article inaccessible (abstract only).

During the screening phase, a total of 258 articles were reviewed based on specific criteria to ensure alignment with the focus of the study. Only peer-reviewed journal articles published between 2020 and 2025 in Malay, English, and Indonesian that were relevant to IETs, professional *murabbi*, societal expectations, career realities, and teacher wellbeing were selected. Articles in the form of book chapters, book series, proceedings, and similar formats were excluded at this stage. As a result, only 14 articles met all the criteria and were selected for further analysis.

Eligibility

Eligibility stage refers to the process of conducting a comprehensive evaluation of the articles that have successfully passed the initial screening phase. At this stage, researchers will retrieve and read the full-text of the articles to determine whether they truly meet the predetermined inclusion and exclusion criteria.

At this stage, articles that have been screened based on their titles and abstracts will be evaluated more deeply through full-text reading. The purpose is to ensure that each selected article aligns closely with the research objectives and questions. Articles that meet the inclusion criteria such as being in Malay, English or Indonesian and published between 2020 and 2025 will be retained. The researcher will also examine aspects such as the research design, study population or sample, research context, variables studied, data collection methods, and research findings

Included

The Included stage is the final phase in the PRISMA flow diagram. At this stage, only articles that have successfully passed the identification, screening, and eligibility assessment processes will be included in the systematic literature review for the purpose of data analysis and synthesis. This synthesis can be conducted narratively, thematically, conceptually, or

statistically, depending on the design of the literature review. The included articles serve as the primary source for generating the study's conclusions, discussions, and recommendations

This stage is critical as it determines the final set of articles that will form the foundation of the research findings. Therefore, only articles with sound methodological quality, relevance to the research focus, and compliance with all selection criteria will be retained.

Subsequently, the PRISMA flow diagram is used to visually illustrate the article selection process, spanning from the initial search stage to the final selection of articles analysed in this study. The diagram provides a clear overview of the number of articles identified, screened, excluded, and ultimately selected as the primary sources for this systematic literature review. The PRISMA flow chart can be referred to in Figure 1.

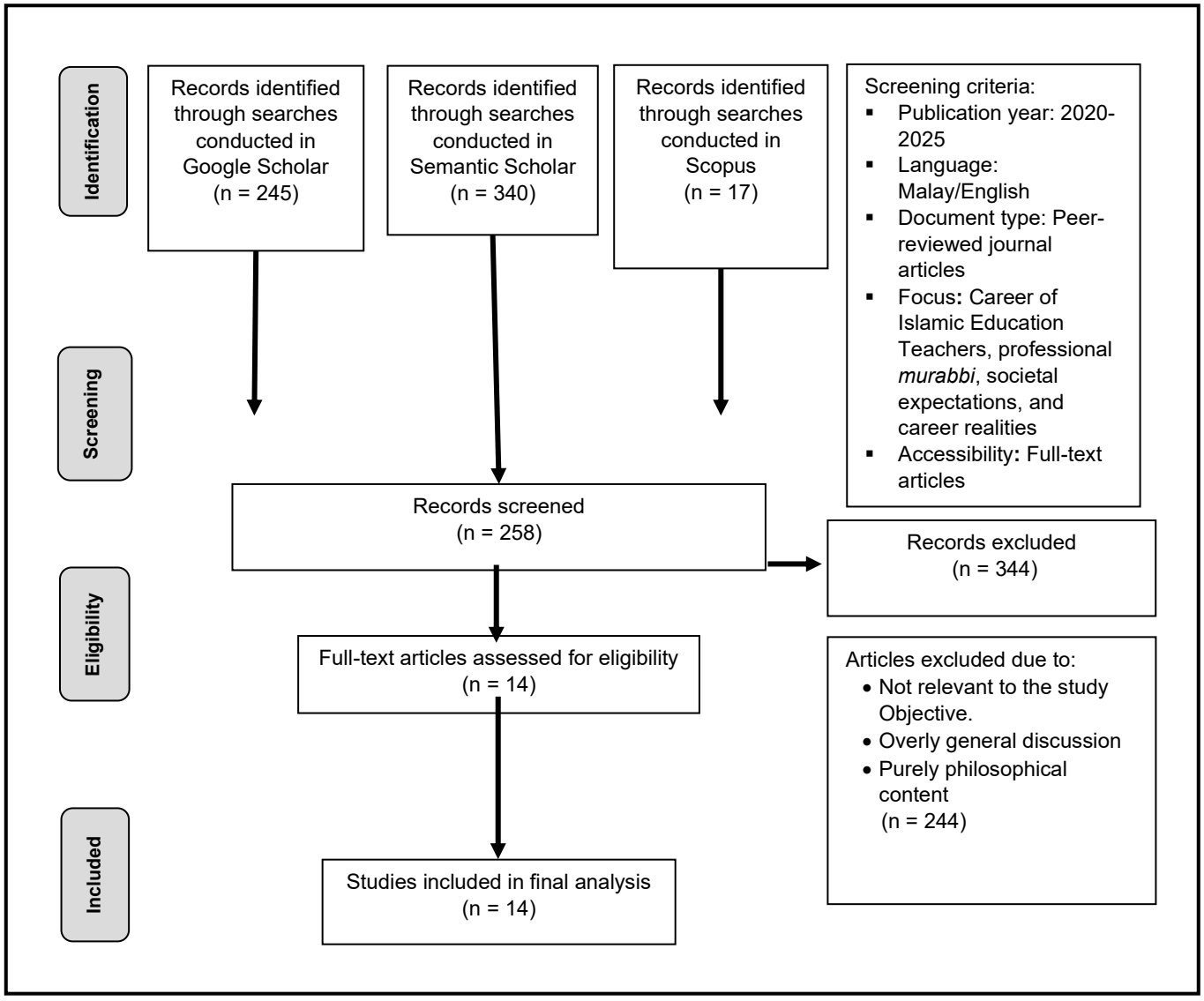

Figure 1: PRISMA flow diagram

The results of the systematic literature search, screening, and selection processes yielded a total of 14 articles that met the study's inclusion criteria. The selected articles focus on

discussing the professionalism of IETs, the concept of *murabbi* (educators/mentors) in Islamic education, teacher competency and personality, public expectations of the teacher's role, as well as the challenges and career realities faced in the contemporary educational era. Analysis of these articles enables the researcher to identify key themes that form the foundation for understanding the standing of IETs as professional *murabbi*, as well as research gaps that still require further investigation.

No.	Author(s) & Year	Article Title	Research Design / Methodology	Sample / Location	Technology / Digital Methods Used	Key Finding
1.	Rasnam Rasyidi, Ratu Amalia Hayani & Wardatul Ilmiah. (2020) (https://jurnal.untirta.ac.id/index.php/JAWARA/article/view/9775/6322)	*Guru dalam Pendidikan Islam, Antara Profesi dan Panggilan Dakwah* Teachers in Islamic Education: Between Professional Responsibility and the Calling of Da'wah	• This study employed a qualitative method with a descriptive approach. • Data were	A study conducted using a conceptual approach and literature analysis.	• Conceptual study. • Literature analysis based on articles, journal publications, and books	• Teaching is not merely a profession, but also a form of da'wah and worship. • Teachers play roles as transformers of knowledge, facilitators, educators, and role models for students.

			collected through the analysis of primary and secondary sources.			• Teachers' personality is considered the most important competency, as they serve as figures who are trusted and emulated. • Teachers need to possess four main competencies, namely personality, professional, pedagogical, and social competencies. • Teachers play roles

						in personal development, teaching, administration, psychology, community engagement, and the development of younger generations. • Teachers' responsibilities include teaching, guiding, and carrying out educational administration. • Islamic educators shoul

						d embody qualities such as sincerity, patience, compassion, fairness, and noble character. • High-quality teachers are capable of developing human capital that is knowledgeable, morally upright, and competitive.
2.	Ayda Succarie (2024) (https://www.mdpi.com/2227-7102/14/11/1192)	Examining the Implications of Islamic	• This study empl	• The partici p	•Data were collected thr	• Islam-based teacher edu

		Teacher Education and Professional Learning: Towards Professional Identity Renewal in Islamic Schools	oyed a qualitative approach using semi-structured interviews. • Data were analysed using a six-phase thematic analysis grou	ants consisted of four Muslim teachers who had completed postgraduate studies in Islamic Education at	ough semi-structured interviews conducted either face-to-face or online via Zoom. • The data were analysed using a six-phase thematic analysis.	cation and Islamic professional learning help strengthen teachers' professional identity. • It enhances teachers' confidence, sense of teaching purpose, awareness of Muslim identity,

			nded in the conc ept of Musl im id entit y and the Isla mic w orld vie w.	a uni versi ty in Aus trali a a nd w ere cu rre ntly se rv ing in Isl a mic sch o ol s.		and fait h-cen tred ped ago gica l pra ctic es.
3.	Muhammad Zulazizi Mohd Nawi (2020) https://www.researchgate.net/publication/350430646_Peranan_Guru_Pendidikan_Islam_Dalam_Membawa_Transformasi_Terhadap_Mobiliti_Sosial_Dalam_Masyarakat	*Peranan Guru Pendidikan Islam dalam Membawa Transformasi terhadap Mobi*	• This descriptive study employed library research an	• The study is conceptual in nature and employs	• The study is based on document analysis and	• Islamic education teachers are agents of social transformation who not

		liti Sosial dalam Masyarakat The Role of Islamic Education Teachers in Driving Transformation of Social Mobility within Society	d literature review methods.	literature analysis.	library sources.	only educate students but also serve as community leaders, preachers, facilitators of social change, and catalysts for the development of the *ummah*.

4.	Maziahtusima Ishak, Mohd Mursyid Arshad, Fathiyah Mohd Fakhruddin, Ismi Ariff Ismail, Hayati Ismail, Sakinah Ahmad, Siti Rosilawati Ramlan, Hazlina Abdullah, Noor Saazai Mat Saad & Sarifah Nurhanum Syed Shahuri (2021) https://www.researchgate.net/publication/349763377_ASPIRASI_FALSAFAH_PENDIDIKAN_ISLAM_DALAM_MEMPERKASA_PERANAN_GURU_PENDIDIKAN_ISLAM_SEBAGAI_PEMANGKIN_PERUBAHAN_MASYARAKAT	*Aspirasi Falsafah Pendidikan Islam dalam Memperkasa Peranan Guru Pendidikan Islam sebagai Pemangkin Perubahan Masyarakat* The Aspirations of Islamic Education Philosophy in Empowering the Role of Islamic Education Teachers as Catal	• This quantitative study employed a cross-sectional survey method using a questionnaire. • The instrument consisted of eight items developed based on Role Theory and the Planned Change Model. • The dat	• . The study involved 320 Islamic education teachers from private religious schools in Selangor. Stratified random sampling was employed.	• Structured questionnaires were used, and statistical analysis was conducted using SPSS version 23.0.	• The level of Islamic education teacher's role as catalysts for community transformation is at a moderate level. • Islamic education teacher has the potential to become agents of societal cha

		ysts for Societal Change	a were analyzed using SPSS version 23.0			nge through informal education, community engagement activities, and the development of societal values.
5.	Wan Ali Akbar Wan Abdullah, Khadijah Abdul Razak & Mohd Isa Hamzah (2021) (https://spaj.ukm.my/acerj/index.php/acer-j/article/view/64/64)	*Model Guru Pendidikan Islam Komprehensif* Comprehensive Islamic Education Teacher Model	• This qualitative study employed the document analysis method. • The study examined	• A conceptual study.	• Document analysis • Literature review.	• The study produced a Comprehensive Islamic Education Teacher Model comprising 11 concepts (11 Mims

			and synthesized various concepts of Islamic Education Teachers introduced by previous scholars.			), namely Murabbi, Muaddib, Muallim, Mursyid, Mudarris, Mudarrib, Muwajjih, Muslih, Mukhlis, Muzakki & Mubdi'. • All of these concepts complement one another in shaping a holistic Islamic education teacher.

6.	Norizan Kadir (2022) (https://doi.org/10.37052/jm.15(1)no5)	*Antara Stigma dengan Realiti: Naratif Kolonial tentang Pendidikan Islam dan Perbahasan Ilmu Keduniaan di Tanah Melayu* Between Stigma and Reality: Colonial Narratives on Islamic Education and the Discourse on Worldly Knowledge in	• This qualitative study employed historical analysis, document analysis, and ethnohistorical research methods. • The article re-examined the British colonial narrative on Islamic education and worldly knowledge in	• The study focuses on the Malay community and the Islamic education system in Malaya during the Briti	• The study employed document analysis of historical records, manuscripts, colonial reports, and ethnohistorical studies.	• The British colonial narrative shaped a stigma that Islamic education is outdated, anti-progress, and neglectful of worldly knowledge. • The study demonstrates that traditional Islamic edu

		Malaya	Malaya.	sh colonial era.		cation actually possesses a broad intellectual tradition, including the sciences, mathematics, astronomy, and medicine.
7.	Zurina Zakaria & Ashraf Ismail (2023) **(10.17576/islamiyyat-2023-45IK-01)**	*Akhlak Guru Muslim: Antara Realiti dan Ideal* Muslim Teacher Ethics: Between Reality	• This qualitative study employed a content analysis research design. • Data were	• The reviewer responded	• The study employed document analysis and library res	• The ideal character (akhlaq) of a Muslim teacher can be summarized

		and Idealism	collected through document analysis of sources such as books, journal articles, conference proceedings, theses, and dissertations. • The data were analyzed descriptively.	samples, as this study was conceptualinnaturearea nd based on document	earch.	into six main elements, namely: • • •

				• analysis. • The study was conducted based on the works of Islamic scholar		• •

				r s a n d p r e v i o u s li t e r a t u r e .		•

						• Teacher professionalism from the perspective of hadith requires teachers to carry out their duties based on their expertise and competencies. • Profession

						al teachers should possess the right intention, strong teaching spirit, and mastery of four main competencies: fairness, care for students, academic competence, and democratic

						values. • Teacher professionalism based on hadith is believed to enhance the quality of education and support the achievement of educational goals.

8.	Khanifatul Azizah & Muhammad Ali Fuadi (2021) (https://doi.org/10.25299/al-thariqah.2021.vol6(1).6244)	*Profesionalisme Guru dalam Islam: Kajian Konseptual Hadits Tarbawi* Teacher Professionalism in Islam: A Conceptual Analysis of Tarbawi Hadith	• This qualitative study employed a conceptanalysis approach. • Data were obtained through library research by referring to Hadith texts and were analyzed using the content analysis method.	• This study is conceptual in nature and based on library research. • Primary sources consisted of authentic Hadith collections such as those comp	• The study employed content analysis of *Hadith* sources and academic literature.	• Teacher professionalism from the perspective of hadith requires teachers to perform their duties based on the expertise and competencies they possess. • Professional teachers

				iled by Muhammad al-Bukhari, Muslim ibn al-Hajjaj, Al-Tirmidhi, Al-Nasa'i, and Ahmad ibn Hanbal.		should have the right intention, strong enthusiasm for teaching, and mastery of four main competencies: fairness, care for students, academic competence, and democratic values.

						• Teacher professionalism grounded in hadith is believed to enhance the quality of education and facilitate the achievement of educational goals.
9.	Mohd Mutawalli Sya'rawi Mohamad, Fatin Nabilah Abdul Wahid & Mohd Nor Mamat (2025) https://www.researchgate.net/profile/Mohd-Bin-Mohamad-4/publication/403792005	*Transformasi Peranan Guru Pendidikan Islam dala*	• This qualitative study employed a literatur	• The study employed a literatur	• Artificial Intelligence (AI), e-	• The role of Islamic education teachers

		m Era Digital Berdasarkan Falsafah Ibnu Khaldun: Satu Sorotan Literatur The Transformation of the Role of Islamic Education Teachers in the Digital Era Based on Ibn Khaldun's Philosophy: A Literature Review	e review and critical analysis approach. • The analysis was conducted on Al-Muqaddimah and contemporary literature related to Islamic Education and digital transformation.	e review approach. • Data sources were obtained from Al-Muqaddimah, journal articles, books, conference proceedings, and research reports pu	learning, online learning platforms, social media (YouTube, Facebook, TikTok), digital learning, digital literacy, hybrid learning, and 21st-century education	needs to be transformed through five key elements, namely: ○ Murabbi ○ Mursyid ○ Muaddib ○ Mualliim ○ Mudarris

				blished between 2015 and 2025.	al technology.	to address the challenges of digital education and Artificial Intelligence in an ethical and holistic manner.
10.	Erba Rozalina Yulianti, Yudhi Munadi, Tutik Khoirunisa, Mohd Farhan Md. Ariffin & Ibrahim Adham Mohd Rokhibi (2025) https://doi.org/10.7187/GJATSI122025-8	*Mental Health in the Digital Era: A Phenomenological Study of Islamic Religious Teachers in Indonesia* Kesihatan Ment	• A qualitative study using a phenomenological approach. • Data were collected through semi-	• Four Islamic Education teachers (PAI) from SMAN 112 and SMAN 87, Jakart	• Google Classroom, TikTok, Bayyinah TV, online learning, digital educational	• The integration of digital technology has both positive and negative effects on teachers' mental health. • Three main

		al dalam Era Digital: Satu Kajian Fenomenologi terhadap Guru Pendidikan Agama Islam di Indonesia	structured interviews, classroom observations, and document analysis. • Data analysis was conducted using thematic coding.	a, Indonesia. • Purposive sampling was used.	platforms, digital technology, hybrid learning, digital communication, and learning management applications.	themes were identified: digital workload and emotional stress, enhanced pedagogical flexibility, and coping strategies and support systems.
11.	Nur Shahidah Munir, Mohamad Marzuqi Abdul Rahim & Mohd Syaubari Othman (2025) https://doi.org/10.37134/almakrifah.vol3.1.1.2025	*Ciri dan Personaliti Signifikan Guru Pendidikan Islam (GPI) dalam*	• This qualitative study employed the Systematic Literatur	• The study employed a Systematic Literatur	• The primary method employed was a sys	• The study identified five main personality traits of Isla

		Pembentukan Sahsiah Pelajar Characteristics and Significant Personality Traits of Islamic Education Teachers (IETs) in Shaping Students' Character	e Review (SLR) method. • A total of 25 articles were analyzed.	e Review (SLR) approach. • Data sources were obtained from 25 articles and scholarly works related to the personality of Islamic Education Teache	tematic literature analysis of articles, journals, and scholarly documents.	mic Education Teachers (IETs) that are significant in shaping students' character, namely appearance, communication, behavior, emotional stability, and dedication.

				rs (IETs).		
12.	Abdhillah Shafrianto (2025) (https://ejournal.iainurru.ac.id/index.php/raudhah/article/view/1022/501)	*Burnout pada Guru Pendidikan Agama Islam dalam Konteks Beban Kerja: Kajian Kepustakaan Perspektif Teori Christina Maslach* Burnout among Islamic Religious Education Teachers in the Context of Work	• Qualitative library research with a historical approach; descriptive analysis based on Maslach's Burnout Theory.	• Literature analysis based on journal articles, academic books, and previous studies on	• Literature review • Library research	• Burnout among Islamic Education teachers is influenced by excessive administrative workload, prolonged emotional stress, limited institutional support, and a less conducive working environ

		load: A Literature Review Based on Christina Maslach's Theory		teacher burnout using a library research approach.		ment.
13.	Rahma Fitria Purwaningsih & Atika Muliyandari (2021) https://doi.org/10.32507/fikrah.v4i1.728	*Profesionalisme Guru dalam Perspektif Islam* Teacher Profession alism from an Islamic Perspecti ve	• This descriptive qualitative study employed the library research method. • Data were obtained through	• Library research	• The article discusses the information technology revolution and the challenges of the digital era toward	• Teacher profession alism in Islam is not merely about fulfilling profession al competencies but also about serving as a guide

			the analysis of scholarly materials, books, journal articles, and documents related to teacher professionalism in Islam.		the teaching profession. • No specific technology was used as a research instrument, as the study was based on literature analysis.	who leads humanity towards success in this world and the hereafter. • Teachers need to integrate Islamic values into their profession through the concepts of Ulul Albab, Al-Ulama', Al-Muzakki, Ahl Ad-Dzikr, and Ar-Rasikhun fi al-'Ilm. • Professional teachers should also

						be honest, trustworthy, possess noble character, master knowledge, understand their students, serve as role models, and be able to adapt to technological changes and the evolving demands of the times.

14.	Abdul Haris & Mokh. Fakhruddin Siswopranoto (2022) (https://pondokjurnal.uwj.ac.id/index.php/ilmuna/article/view/440/272)	*Hakikat Pendidik dalam Pendidikan Islam* The Nature of Educators in Islamic Education	• This qualitative study employed a conceptual analysis approach. • The study was based on library research. • Data were obtained through the examination of Islamic Education literature, classical texts, boo	• The study is conceptual in nature. • Based on library research.	• The author emphasized that teachers need to master technological skills as part of their professional competencies.	• In Islam, an educator is an individual entrusted with the responsibility of educating, guiding, directing, and developing students' potential towards success in this world and the hereafter. • Teachers should possess noble character, broad knowledge, strong faith and

			ks, and academic sources related to the concept of educators.			piety, and fulfill their roles as instructors, mentors, and leaders. • Teacher professionalism also requires mastery of four core competencies, namely pedagogical, personal, professional, and social competencies.

Research Findings

This study examines 14 selected articles utilizing various research methodologies, including qualitative, quantitative, and conceptual paper approaches, to identify the role of IETs as professional *murabbi* in meeting public expectations and navigating contemporary career realities. The methodological diversity employed across these articles enables the researcher to gain a more comprehensive overview of teacher professionalism issues from multiple perspectives, drawing on both empirical findings and conceptual discussions rooted in scholarly sources and Islamic education. Furthermore, this approach highlights emerging patterns and key issues that directly address the research objectives.

The Concept of Islamic Education Teacher Professionalism

Islamic education encompasses affective elements or spiritual aspects that serve as the foundation of belief and the primary driver in human development. Furthermore, Islamic education emphasizes the development of behaviors and outward practices that are performed voluntarily, free from external coercion or pressure. This educational process aims to foster positive self-transformation through the continuous internalisation of Islamic values. Good practices and behaviors must be nurtured consistently until they are deeply ingrained in the soul and become an integral part of one's personality. Ultimately, this produces individuals who possess noble character, prioritize goodness, and are driven by a spirit of service and contribution to religion, society, and the nation (Muhammad Zulazizi Mohd Nawi, 2020).

From the perspective of Islamic education, the role of IETs is frequently delineated through the concept of the Five *Mims* as introduced by Wan Ali Akbar Wan Abdullah et al. (2021), which encompasses their functions as *mudarris*, *muaddib*, *murabbi*, *murshid*, and *muallim*. This concept explains that teachers serve as educational agents who are not only responsible for imparting knowledge but are also tasked with shaping character, guiding personality, nurturing Islamic values, and serving as role models for students in their daily lives. Beyond functioning as transmitters of knowledge, teachers also act as *qudwah hasanah* (excellent role models), serving as a point of reference and emulation for students in terms of behavior, values, and the internalization of Islamic teachings in daily life. (Mohd Mutawali Sya'rawi Mohamad et al., 2025).

In addition, teachers are individuals who bear the responsibility of ensuring the continuity and achievement of students' educational goals, both individually and collectively. Teacher professionalism refers to the execution of duties and responsibilities based on competence, ethics, and professional standards that must be adhered to by teachers to guarantee the effectiveness of the educational process (Khanifatul Azizah & Muhammad Ali Fuadi, 2021). Teachers also act as exemplars for both students and the community through the internalization and practice of knowledge in their daily lives. Within the educational context, teachers play a highly crucial and strategic role, as they are the primary catalysts determining the effectiveness of the teaching and learning process, as well as the development of student character. (Rahma Fitria Purwaningsih & Atika Muliyandari, 2021).

Therefore, as role models and leaders in the educational process, teachers should exhibit positive and beneficial practices and behaviors to others, particularly to students. This is because every aspect instilled through the teaching and learning process will directly impact the development of students' personality, values, and character (Rahma Fitria Purwaningsih & Atika Muliyandari, 2021).

Societal Demands and Expectations toward Islamic Education Teachers

IETs hold a strategic position in shaping the moral, behavioral, and spiritual identity of students. Beyond executing the teaching and learning process, GPI also play a role in guiding religious internalization, serving as role models in social life, and providing moral and spiritual guidance to students. The diverse and complex nature of these roles means that Islamic educaton teachers face broader professional demands and emotional challenges in carrying out their responsibilities (Abdhillah Shafrianto, 2025).

Professional competence is a vital element that every Islamic education teacher must possess to ensure they can meet current educational demands. From the aspect of professional competence, teachers should have broad and deep knowledge in the subject area they teach. Beyond the ability to select appropriate instructional models, strategies, and methods and apply them effectively within the learning process a firm mastery of the curriculum and foundational educational knowledge is also a key professional asset that supports teaching and learning effectiveness (Abdul Haris & Mokh. Fakhruddin Siswopranoto, 2022). Through this knowledge, teachers can manage and deliver learning content systematically, in line with established educational objectives, while simultaneously creating a positive and effective learning environment.

Therefore, Ibn Khaldun's philosophy of education provides a solid foundation for transforming the role of teachers in alignment with the demands of the digital era. Through the concepts of *tadrib* (gradual/progressive training), *ta'dib* (the cultivation of adab/manners), and an emphasis on holistic human development, this philosophy offers an educational framework that balances intellectual advancement, spiritual strengthening, and character building (Mohd Mutawali Sya'rawi Mohamad et al., 2025). This approach not only produces knowledgeable and skilled students but also shapes individuals who are well-mannered, ethical, and capable of confronting the challenges of the modern world holistically.

The Reality of Islamic Education Teachers' Careers in Schools

IETs play a significant role in the education system as they are not only responsible for imparting religious knowledge but also for shaping the character, personality, and noble values of students. However, the career realities of GPI today have become increasingly complex due to rising professional demands, changes in educational technology, and high public expectations regarding their role. This situation turns the GPI career into a challenging profession that demands a balance between their responsibilities as educators, mentors, and *murabbi* in the contemporary educational era.

Abdhillah Shafrianto (2025) in his study states that the work environment also plays a vital role in either strengthening or weakening teachers' resilience when facing occupational stress. A lack of social support, limited religious learning facilities, inadequate recognition from institutions, and restricted professional development opportunities can further exacerbate the experience of burnout among teachers. Under these conditions, IETs run the risk of experiencing a reduced sense of personal accomplishment, feeling undervalued, and beginning to doubt their professional capabilities and competence as educators.

In addition to an unsupportive work environment, complex workloads impose high job stress and indirectly contribute significantly to the occurrence of burnout among teachers, aligning with the theoretical framework put forward by Christina Maslach. Consequently, IETs are not only responsible for imparting religious knowledge but also serve as moral guides and character builders for students (Abdhillah Shafrianto, 2025). These multifaceted responsibilities render them more vulnerable to occupational stress and emotional exhaustion.

However, some teachers admit that they face challenges in managing the stress resulting from information overload and the demands of digitalization. This situation demonstrates that digitalization acts as a "double-edged sword" while it is capable of increasing productivity, it simultaneously extends working hours. (Erba Rozalina et al., 2025).

Technology, while offering ease of access and increasing work efficiency, also creates additional demands that can disrupt the balance between a teacher's work and personal life. This phenomenon aligns with the Work-Life Balance Theory put forward by Greenhaus and Beutell, which explains that an imbalance between occupational demands and personal life can lead to mental and emotional exhaustion (Erba Rozalina et al., 2025). The existence of internal challenges can also influence a teacher's professional identity (Ayda Succarie, 2024).

Therefore, even as IETs continuously strive to meet diverse professional and social demands, an increasingly complex career reality also generates various challenges that can impact their well-being and effectiveness as educators. Consequently, understanding the contemporary challenges faced by IETs must be given serious attention to ensure that the sustainability of their professionalism and the quality of Islamic education can be continuously strengthened.

Discussion

Balancing Professionalism and the Role of Murabbi

A teacher is considered professional when they possess the knowledge, skills, and competencies required to carry out the teaching and learning process effectively. The ability and credibility to perform teaching duties professionally are referred to as competence. (Rasnam Rasyidi et al., 2020). Ibn Sina described teachers as exemplary individuals who possess competence in teaching as well as noble character. Competence enables teachers to deliver knowledge effectively, while good character helps shape students' personality, mentality, and moral values. (Rasnam Rasyidi et al., 2020).

Therefore, the teaching profession requires specialized training and preparation to ensure that teachers possess the necessary competencies to carry out their educational responsibilities effectively. A teacher's success is not only measured by their ability to teach, but also by their role in shaping students' character and instilling noble values. Meanwhile, according to Ibn Miskawih, a teacher is not merely a formal educator, but an individual who is knowledgeable, trustworthy, possesses noble character, and maintains a good reputation within society.

The role of a teacher as a *muaddib* refers to the responsibility of nurturing students' morality, manners (*adab*), and noble values in accordance with Islamic teachings. This role requires teachers to serve as exemplary role models through the practice of noble character, as exemplified by Muhammad. Meanwhile, the role of a teacher as a *murabbi* emphasizes a more holistic responsibility, which goes beyond merely imparting knowledge as a *muallim*. It also involves guiding students' spiritual, emotional, and mental development. Through this role, teachers strive to ensure that the knowledge acquired is internalized and practiced holistically, thereby nurturing balanced individuals in terms of intellectual, spiritual, and moral development. (Norizan Kadir, 2022).

Al-Ghazali, Al-Nawawi, Al-Ajurri, Al-Mawardi, and Abdurrahman An-Nahlawi were cited by Zurina Zakaria and Ashraf Ismail (2023) in describing the moral qualities of Muslim teachers. Their study summarizes six main elements of a Muslim teacher's character: strong faith, good moral conduct, teaching competence, a consistent advisory role, knowledge of educational psychology, and the integration of knowledge with practice. Therefore, teachers are viewed by society as *qudwah hasanah* (excellent role models) who guide and shape future generations through exemplary character, knowledge, and outstanding personality. Emulating and internalizing the noble qualities of Muhammad in daily life and within the teaching profession enables teachers to become exemplary role models for students and society. In turn, this contributes to the development of a generation that is knowledgeable and possesses noble character (Muhammad Zulazizi, 2020).

Abuddin Nata, citing the views of Muhammad Athiyah al-Abrasyi, stated that a teacher should possess at least seven essential qualities in carrying out the teaching profession: being **zuhud** (detached from excessive worldly desires), having a pure soul, being sincere in performing duties, being forgiving, loving and caring towards students, understanding students' talents, characteristics, and personalities, as well as mastering the subject or field being taught (Rahma Fitria Purwaningsih & Atika Muliyandari, 2021). These qualities are essential to ensure that teachers are able to carry out their educational responsibilities effectively and serve as good role models for their students.

Islamic Education Teachers in the Digital and Postmodern Era

In the book *Sosiologi Pendidikan Islam*, Abuddin Nata states that teachers carry a great vision and mission in developing human civilization through the dissemination of knowledge, skills, and values to future generations. However, the decline in educational quality today is often associated with the diminishing function and role of teachers as educators, particularly as certain educational responsibilities have begun to be taken over by technological advancements. This situation indicates that some teachers remain static and are less adaptable to the increasingly dynamic changes of the modern era. Therefore, the teaching profession needs to be reassessed and strengthened to align with contemporary demands without neglecting the principles and values embedded in Islamic teachings.

From a phenomenological perspective, this situation illustrates that technology is no longer merely a supporting tool for work; rather, it has become a force that reshapes daily routines, expectations of professional responsibilities, and teachers' perceptions of the boundaries between their professional and personal lives. Therefore, the experience of using digital technology among teachers should be understood not only in terms of its functional aspects, but also from the perspective of how it influences their lived experiences and overall well-being. (Erba Rozalina et al., 2025). Thus, the use of technology enables teachers to become more creative and flexible in delivering learning content, in line with the demands of the digital era. This situation also demonstrates that the increased efficiency resulting from the use of technology is a shared experience among many teachers, rather than merely the perspective of certain individuals. (Erba Rozalina et al., 2025).

Implications of the Study

This study offers several important implications for the professional development of IETs within the contemporary educational context. From a theoretical perspective, this study

reinforces the understanding that the concept of a professional *murabbi* in Islamic education emphasizes not only the mastery of knowledge and pedagogical skills but also encompasses character building, spiritual development, and social responsibility. The findings of this study indicate that the role of IETs must be viewed holistically, in alignment with the philosophy of Islamic education, which emphasizes a balance among intellectual, spiritual, emotional, and physical aspects.

From the perspective of educational practice, this study raises awareness among IETs regarding the need to continuously enhance their professional competence to meet growing societal expectations. Mastery of knowledge, pedagogical skills, educational technology, and soft skills must be continuously strengthened to enable them to carry out their roles as educators, mentors, and *murabbi* more effectively. Concurrently, the study findings also demonstrate that the internalisation of Islamic values such as *amanah* (trustworthiness), *ikhlas* (sincerity), *sabar* (patience), and *ihsan* (excellence/benevolence) is a vital element in maintaining the professional identity of Islamic education teacher. From the perspective of school management and educational institutions, this study emphasizes the importance of creating a conducive work environment to support teacher well-being. School administrators must pay appropriate attention to issues concerning workload, job stress, and non-teaching demands that can hinder the effectiveness of IETs in fulfilling their functions as *murabbi*.

Overall, this study underscores that effort to empower IETs as professional *murabbi* require commitment and support from various stakeholders. This is essential to ensure that IETs remain relevant in confronting contemporary challenges, while successfully nurturing a generation that is knowledgeable, morally upright, and well-balanced from the perspective of Islamic Education.

For a more structured synthesis, the major conclusions of this study are presented in Table 3. These conclusions are categorized into three overarching themes identified through the systematic literature review: (i) the concept of professional *murabbi*, (ii) societal expectations toward Islamic Education Teachers, and (iii) career realities and contemporary challenges. Table 3 provides a concise summary of the key findings and their implications, thereby offering a holistic understanding of the evolving professional responsibilities of Islamic Education Teachers in contemporary education.

Table 3
Summary of Major Findings and Research Implications

Main Theme	Major Findings	Research Implication
Concept of Professional *Murabbi*	IETs embod roles as *muallim*, *mudarris*, *murabbi*, *muaddib* and *murshid*	Professionalism should integrate knowledge, pedagogy, akhlaq and spirituality
Societal Expectations	IETs are expected to serve as role models, mentors and community leaders.	High expectations require stronger professional competency and moral integrity
Career Realities & Challenges	Workload, digitalization, stress and burnout affect teacher wellbeing	Institutional support and teacher welfare intervention are needed

Conclusion

Overall, this study found that Islamic Education Teachers (IETs) play a significant role as professional *murabbi* in shaping a generation that is knowledgeable, morally upright, and balanced in intellectual, emotional, spiritual, and social dimensions. The findings of this study can be summarized into three major conclusions. First, the concept of a professional *murabbi* in Islamic Education encompasses the roles of IETs as *muallim*, *mudarris*, *murabbi*, *muaddib*, and *murshid*, which require a balance between knowledge mastery, pedagogical competence, character development, and spiritual internalisation. Second, society places high expectations on IETs to serve as *qudwah hasanah* (exemplary role models), moral guides, and social leaders within the community. Third, the current career realities indicate that IETs face various challenges, including increasing workload, occupational stress, burnout risks, and the demands of educational digitalisation, all of which affect their well-being and professional effectiveness.

From an academic perspective, this study proposes an integrated conceptual understanding of professional murabbi by bridging classical Islamic educational philosophy with contemporary teacher professionalism frameworks. This integration broadens the understanding of teacher professionalism beyond academic and pedagogical competencies by emphasizing moral, spiritual, and social dimensions in a holistic manner.

This study is also significant as it provides contextual insights into the contemporary realities faced by IETs within an increasingly complex and technology-driven particularly within Malaysian Islamic educational settings. The findings may serve as a valuable reference for educational institutions, school administrators, and policymakers in designing professional development strategies, teacher welfare management, and more effective institutional support systems. Therefore, strengthening professional competencies, teacher well-being, and the continuous internalisation of Islamic values remains essential to ensure that IETs remain relevant and capable of fulfilling their roles as professional *murabbi* in developing high-quality human capital.

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