

Empowering Islamic Educators Through Action Research: A Pathway to Professional Development

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Abstract:

This research is motivated by the importance of empowering Islamic educators to improve their professional competence through a research-based approach. The challenges faced by educators in facing the changing needs of modern education require an effective strategy to support continuous professional development. The purpose of this study is to examine the application of action research as a strategic path in empowering Islamic educators, so that it can encourage the development of competence and innovation in learning practices. The approach used is a qualitative approach with a case study. The subject of this study involving the head of the madrasah, coordinator and vice principal of curriculum, coordinator and vice principal of student affairs and teachers. Data collection techniques were carried out through in-depth interviews, observation of research activities, and document analysis, such as action research reports and school development plans. Data analysis was carried out by involving data condensation, data display, and verification. The results of the study indicate that action research can be an effective tool in empowering Islamic educators, by providing space for reflection on learning practices, encouraging innovation, and increasing collaboration between educators. This study provides insight into the effective implementation of action research in Islamic education and becomes the basis for policy development to improve the professionalism of educators in a sustainable manner.

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INTRODUCTION

Action research is a strategic approach that can bridge the gap in competency and professional development of Islamic educators, with a real contribution to improving the effectiveness of learning and the quality of education in Islamic institutions. This approach provides a reflective and data-driven framework that allows



educators to analyze learning practices in depth, identify areas that need improvement, and develop innovative solutions that are appropriate to the context of Islamic education (Randa, 2023). The implementation of action research helps educators adjust teaching methods to the needs of students, improve collaboration between educators, and support competency development through a continuous learning process (Aulia et al., 2023). Research shows that action research encourages Islamic educators to be more involved in creating educational innovations and implementing best practices in learning (Ananta, 2024). This approach contributes to strengthening the professionalism of educators while ensuring the sustainability of improving the quality of education in Islamic institutions measurably and contextually.

In the madrasa environment, social facts show that many educators face challenges in developing professional competence due to limitations. Access to training, minimal reflection on learning practices, and lack of support for educational innovation. Action research is one of the relevant approaches to address these needs because it provides space for educators to analyze and improve teaching methods continuously. At the Nuraniyah Foundation there are the RA Nuraniyah, MI Nuraniyah, Mts Nuraniyah Nogosaren institutions in Gading District, Probolinggo Regency, which show that application of action research has helped educators improve their ability to design learning that is more relevant to the needs of students, both spiritually and academically. In addition, this approach encourages collaboration between educators in identifying and solving educational problems together, creating a reflective and adaptive learning culture. Research also shows that action research plays an important role in increasing educators' motivation to continue learning and adopting innovations that support learning based on Islamic values (Purba et al., 2023). Thus, the implementation of action research in madrasas not only empowers educators individually but also strengthens the quality of Islamic education collectively.

Action research can be a key factor in empowering Islamic educators and encouraging continuous professional development. Previous studies, such as those conducted by (Zulfa, 2017), highlighted that action research provides a reflective framework for educators to evaluate learning practices in depth and develop solutions that are relevant to learners' needs. In addition, research by (Rahmadani Fitri, Dwika Adharia, Putri Aulia, 2024) revealed that action research not only serves as a tool for individual improvement but also encourages collaboration between educators through a process based on a cycle of reflection, action, and evaluation. (Aisy, 2024) emphasized that this approach helps educators create learning innovations that are relevant to specific educational contexts, including Islamic education, to improve the quality of learning as a whole. However, further studies are still needed to integrate action research with professional development policies in Islamic educational institutions, to ensure that this approach can be implemented systematically and have a broad impact on the quality of education.

This study aims to fill the gap in previous studies that have focused more on general professional development without looking at how action research can be integrated to empower Islamic educators contextually. Most research has not deeply explored the role of action research in bridging the gap in educator competency and

supporting learning innovation in madrasahs and other Islamic educational institutions. Therefore, this study focuses on answering how action research can be a strategic path in the professional development of Islamic educators. This study proposes that through a continuous process of reflection, planning, action, and evaluation, action research can help educators identify strengths and weaknesses in learning practices while encouraging collaboration to create innovative solutions. The novelty of this study lies in the integrative approach that connects action research with professional development strategies based on Islamic values, which are still rarely discussed in the context of Islamic education. Amid the challenges of globalization and the need for value-based educational transformation, this approach is expected to make a significant contribution to improving the quality of Islamic education and providing strategic recommendations for human resource management policies in Islamic educational environments.

Based on the above, this study argues that action research is an important tool in empowering Islamic educators and supporting continuous professional development. Action research allows educators to reflect more deeply on learning practices, through a cycle of planning, acting, observing, and reflecting that is based on data and specific educational contexts (Rahmadani et al., 2024). This process not only improves the quality of learning but also supports the personalization of educator development by providing training tailored to competency needs and challenges faced in the classroom (Siska Dewi, 2023). With a systematic research-based approach, educators can be more responsive to the development of student needs and curriculum changes, thereby encouraging the achievement of better educational goals (Hasanah, 2024). This study confirms that the effective implementation of action research can create a more inclusive, innovative educational environment and sustainably support the professionalism of educators. Through this approach, Islamic madrasahs and educational institutions are expected to be able to improve the quality of learning and the competitiveness of institutions in facing global educational challenges.

RESEARCH METHOD

This study uses a qualitative approach with a case study type to explore the role of action research in improving the competence and personalization of Islamic educator development (Kurniawati, 2017). Case studies were chosen because they provide an in-depth understanding of the application of action research, including challenges, motivations, and factors that influence the effectiveness of this system. The study was conducted in several Islamic schools and educational institutions that have diverse characteristics and academic backgrounds, to provide rich and diverse data, namely RA Nuraniyah, MI Nuraniyah, Mts Nuraniyah Nogosaren, Gading District, Probolinggo Regency. The focus of this study is to explore how action research can improve educator competence through a context-based cycle of reflection, action, and evaluation. Research data were collected from madrasah leaders, curriculum coordinators, student affairs coordinators and teachers to reveal the subjective impact and practical experience of implementing action research.

Table 1. Research informants

Informant	Education		Gender		Amount	Madrasah
	S1	S2	L	P		
Head of Madrasah	1	2	1	2	3	RA Nuraniyah, MI Nuraniyah, MTs Nuraniyah
Coordinator and Deputy Head of Curriculum	3		2	1	3	MI Nuraniyah, MTs Nuraniyah
Coordinator and Deputy Principal for Student Affairs	3		1	2	3	MI Nuraniyah, MTs Nuraniyah
Teacher	6		1	5	6	RA Nuraniyah, MI Nuraniyah, MTs Nuraniyah
Total	13	2	5	10	15	-

Data collection was conducted through observation techniques, in-depth interviews, and documentation to ensure the accuracy and reliability of the findings. Observation was used to directly understand how action research is applied in learning practices, as well as its impact on the development of educator competencies. In-depth interviews were conducted with stakeholders to explore perceptions, challenges, and perceived benefits of implementing this system. Documentation, such as action research reports, program evaluations, and development materials, were used as secondary data to strengthen the findings. The collected data were analyzed using the Miles and Huberman method, which involves data condensation, data display, and verification in research (Abdul, 2020). Source triangulation and member checking were conducted to ensure the validity and reliability of the findings. With this systematic approach, the study provides an in-depth picture of how action research contributes to empowering Islamic educators and enhancing their professional development.

RESULT AND DISCUSSION

This study focuses on three key findings regarding the role of action research in empowering Islamic educators and enhancing their professional development, namely Enhanced Professional Reflection, Collaboration among Educators, and Pedagogical Skills and Learning Innovation. These findings highlight the positive impacts of implementing action research, including increased educator engagement in the learning process, improved teaching skills, and innovation in teaching methods. Collectively, these findings contribute to the creation of a more inclusive, innovative, and adaptive learning environment that supports the professional development of Islamic educators.

Enhanced Professional Reflection

Implementation of Enhanced Professional Reflection through action research in the development of Islamic educators plays an important role in improving the quality of teaching and educator competency. The reflective approach provides an opportunity

for educators to evaluate their teaching practices with feedback from themselves and colleagues (Sriyanto, 2024). Research findings indicate that this reflection strengthens educators' understanding of their teaching strengths and weaknesses, and allows for more targeted improvements according to students' needs (Hidayat et al., 2024). Enhanced reflection also strengthens educators' commitment to continuous professional development, reflected in improved teaching quality and engagement in relevant training (Abnisa, 2023). This approach encourages more open communication between educators and learners, creating an adaptive learning environment (A'yun, 2023). Thus, action research provides important insights into how professional reflection can empower Islamic educators to improve teaching quality and ensure more effective education.

Table 2. Interview results

No	Informant	Institution	Statement
1	Head of RA	RA Nuraniyah	"The application of professional reflection through action research helps educators understand their strengths and weaknesses in teaching for more targeted improvement."
2	Head of MI Madrasah	MI Nuraniyah	"Reflective evaluation enables educators to design more effective teaching methods according to the needs of students, thereby improving the quality of learning."
3	Head of MTs Madrasah	MTs Nuraniyah	"The professional reflection approach enhances teaching skills, strengthens commitment to continuous development, and creates a collaborative working environment that supports learning innovation."

The results of interviews with the heads of educational institutions RA, MI, and MTs Nuraniyah revealed positive views on the importance of implementing professional reflection in action research. The head of RA Nuraniyah stated that professional reflection helps educators understand their strengths and weaknesses in teaching so that they can make more targeted improvements. Meanwhile, the head of MI Nuraniyah emphasized that reflective evaluation allows educators to design more effective teaching methods according to the needs of students, which ultimately improves the quality of learning. In addition, the head of MTs Nuraniyah added that the professional reflection approach not only improves teaching skills but also strengthens the commitment to continuous development. This approach also creates a collaborative working atmosphere and supports innovation in learning. Overall, this interview shows that professional reflection has a significant role in empowering educators and improving the quality of education in the madrasah environment.

Collaboration Between Educators

Collaboration between educators is one of the important aspects in empowering Islamic educators for professional development. From the perspective of Islamic

philosophers, such as Al-Farabi, collaboration can be seen as an implementation of the concept of al-madina al-fadila (the main city), where each individual contributes according to their capacity and expertise in order to achieve common goals (Nisa' et al., 2024). Al-Farabi emphasized the importance of harmony and cooperation between individuals as fundamental elements in building an ideal society (Agustina, 2024). This opinion is relevant in the world of education, where collaboration between educators allows for the creation of innovation and the dissemination of best practices through action research. Action research is an effective medium for this collaboration because it provides space for educators to work together in identifying problems, designing solutions, and reflecting on the results for continuous improvement (Baharun, 2023). This is in line with Islamic principles that emphasize the importance of deliberation (shura) and helping each other in virtue. In the Qur'an, Allah says:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

"And help you in (doing) righteousness and piety, and do not help in committing sins and enmity. And fear Allah; Indeed, Allah is very severe in punishment." (QS. Al-Maidah: 2)

This verse emphasizes that collaboration in the educational context must be directed at achieving virtue and improving the quality of learning. In this way, collaboration through action research is not only a path to professional development, but also a form of worship that brings educators closer to God (Hamdi et al., 2025). This spirit is strengthened by Ibn Khaldun's thoughts which link education with the formation of a strong society, where cooperation and mutual learning are the main basis for success (Sanafiri & Hasanah, 2023). Productive collaboration can create an atmosphere that supports the development of the capacity of educators, thereby producing the next generation who are intellectually and spiritually superior (Komarudin, 2020).

The Student Affairs Coordinator at RA Nuraniyah explained, "Collaboration between educators is carried out through weekly discussion forums, where educators share experiences and challenges in teaching." Observations showed that this collaboration creates a mutually supportive working atmosphere, especially in designing thematic activities involving several classes simultaneously. At MI Nuraniyah, the Student Affairs Coordinator emphasized the importance of teamwork between educators in preparing integrated learning plans. He stated, "The mentoring program is one of the main strategies in supporting new educators." Observations showed that collaboration occurs not only in the form of discussions, but also in the implementation of joint learning projects, such as the development of simple technology-based learning media. Meanwhile, the Deputy Head of Student Affairs at MTs Nuraniyah stated, "Collaboration between educators is enhanced through joint training and peer teaching activities." Observations showed that this approach was effective in enriching teaching methods and increasing professionalism. Collaboration is also seen in the planning and evaluation of student activity programs, which involve all educators to create a more holistic learning environment.

Overall, these interviews and observations show that collaboration between

educators at RA, MI, and MTs Nuraniyah has a positive impact on improving the quality of learning, innovation, and teacher professionalism. This collaboration is not only limited to lesson planning, but also includes the implementation of integrated learning strategies, sharing resources, and developing joint projects that are relevant to student needs. Educators support each other in creating more adaptive teaching methods that are on the dynamics of students, including the use of technology to support learning. In addition, collaboration between educators at these three institutions encourages the creation of a more inclusive and synergistic working atmosphere, where educators can learn from each other and share experiences in overcoming various learning challenges. Observations also show that the peer teaching approach, mentoring, and discussion forums are key elements in strengthening professional relationships between educators.



Figure 2. Collaboration Between Educators

Figure 2. the dynamics of collaboration between educators that play a significant role in improving teaching effectiveness and professional development. This figure illustrates how structured and mutually supportive collaboration between educators can create innovative and inclusive learning environments. This collaboration includes sharing experiences, designing joint learning strategies, and evaluating teaching practices to achieve better educational goals. This emphasizes that synergy between educators is key to creating more adaptive and learner-centered learning.

Pedagogical Skills and Learning Innovation

Pedagogical skills and learning innovations play an important role in improving the effectiveness of Islamic education, especially through the application of action research that empowers educators to continue to develop professionally (Akhyar et al., 2024). With strong pedagogical skills, educators can design and implement learning strategies that are more relevant and appropriate to students' needs, including differentiated approaches that value the diversity of students' potential (Rosyah, 2023). Learning innovations, such as the use of digital technology, project-based methods, and collaborative learning, enable educators to create more engaging and meaningful learning experiences, encouraging students to think critically, creatively, and reflectively (Rahayu et al., 2024). Action research provides a framework that allows educators to continuously evaluate and improve their teaching practices based on data and direct feedback from the learning process (Hidayat et al., 2024b). By integrating pedagogical skills and learning innovations, educators are not only able to improve student learning outcomes but also build a learning environment that is adaptive and responsive to the

dynamics of modern education.

The results of interviews with the Curriculum Coordinator at RA Nuraniyah, MI Nuraniyah, and the Deputy Curriculum of MTs Nuraniyah showed that pedagogical skills and learning innovation play a very important role in supporting the professional development of educators. "Improving pedagogical skills through action research allows teachers to design learning methods that are more relevant to students' needs, while encouraging creativity in creating meaningful learning experiences." This is in line with the statement of the Curriculum Coordinator of MI Nuraniyah who emphasized the importance of technology-based learning innovation, "Educational technology helps educators present more interesting and interactive learning, so that students are more involved in the learning process."

The Head of Curriculum of MTs Nuraniyah added, "Through innovations such as project-based learning and collaborative discussions, teachers can build a more active and productive classroom atmosphere, encouraging students to think critically and creatively." This view is supported by the statement of a teacher at MI Nuraniyah, "Action research helps me identify the best strategies to improve student understanding, while evaluating the effectiveness of the methods applied." RA Nuraniyah teachers also shared similar experiences, "We are now more courageous in trying new approaches in teaching, including utilizing simple technology to make learning more fun for students."

Observations also showed that teachers actively collaborated in developing lesson plans, exchanging innovative ideas, and providing feedback to each other, creating a work culture that supports continuous professional development. These results underline that pedagogical skills and learning innovation not only improve teaching effectiveness but also strengthen collaboration between educators, resulting in higher quality and adaptive learning in Islamic educational environments.

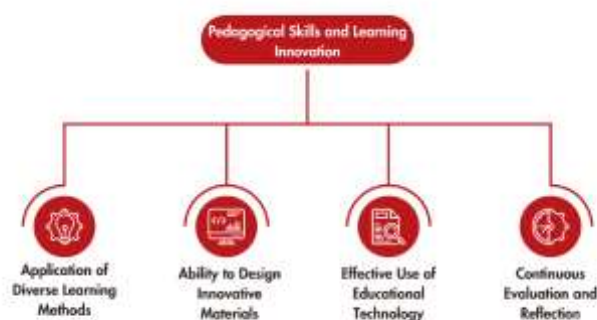


Figure 3. Pedagogical Skills and Learning Innovation

The figure 3. Pedagogical Skills and Learning Innovation include the application of various strategic approaches to improve the quality of teaching and learning. One of the main indicators is the application of various learning methods that allow educators to adjust the approach to the needs and learning styles of students. Methods such as project-based learning, group discussions, and technological approaches create a dynamic and participatory learning atmosphere. In addition, educators must also have the ability to design innovative materials that are relevant and interesting, such as the

use of visual media, digital tools, or educational games that can make it easier for students to understand difficult concepts. Effective use of educational technology is also an important element, where teachers can use learning applications, online platforms, or artificial intelligence-based tools to expand access to learning and create interactive learning. Finally, continuous evaluation and reflection are key in identifying the strengths and weaknesses of the methods applied. This process helps educators make targeted and relevant improvements, so that learning becomes more meaningful for students.

CONCLUSION

This study reveals three main findings that play a significant role in empowering Islamic educators through action research, namely increasing professional reflection, collaboration between educators, and developing pedagogical skills and learning innovation. Professional reflection allows educators to critically and continuously evaluate teaching practices, while collaboration between educators creates a work environment that supports innovation and knowledge sharing. On the other hand, developing pedagogical skills and learning innovation focuses on the application of diverse methods, innovative material design, and utilizing technology to improve learning effectiveness. Overall, this study shows that action research can be an effective pathway to strengthen the professionalism of Islamic educators, encourage more adaptive learning, and create quality education.

Scientifically, this study provides an important contribution by enriching the understanding of how reflective and collaborative approaches can be applied in the professional development of Islamic educators. However, this study also has several limitations, such as the geographical coverage that is limited to certain institutions, so the results may not fully represent the diversity of Islamic educational institutions. In addition, limitations in the duration of the study and resources also affect a deeper exploration of other relevant aspects, such as the long-term impact of the implementation of action research. Therefore, further research with a wider scope and a more in-depth approach is needed to provide a more comprehensive picture and better generalization regarding the professional development of Islamic educators.

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