PROFESSIONALISM AS *AMANAH*: THE ROLE OF ACADEMIC ORGANIZATIONS IN ENHANCING LECTURER COMPETENCE IN ISLAMIC HIGHER EDUCATION

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Abstract: This study aims to analyze how professional organizations contribute to the transformation of lecturer capacity development in PTKIN, examine their contribution to the implementation of the tridharma of higher education, and identify the challenges and opportunities they face. The study employed a mixed-methods design conducted from June to October 2024, involving lecturers from several PTKIN affiliated with PD-PGMI and PPMPI. Data were collected through in-depth interviews, questionnaire surveys, and document analysis. Qualitative data were analyzed thematically, while quantitative data were processed using descriptive statistics and integrated at the interpretation stage. The findings show that professional organizations function as academic platforms for professional learning, knowledge exchange, collaboration, publication support, and networking. Participation in these organizations strengthens teaching, research, publication, and broader academic engagement. However, their transformative role is constrained by limited funding, uneven participation, organizational capacity issues, and insufficient institutional support. This study concludes that professional organizations should be recognized as transformative academic infrastructures that connect individual lecturer development with broader institutional advancement in PTKIN.

INTRODUCTION

State Islamic Religious Higher Education Institutions (PTKIN) play a crucial role in advancing knowledge, shaping academic character, and empowering communities through the implementation of the tridharma of higher education (Chiang et al., 2024; S.P et al., 2024). In this context, lecturers are the key actors who determine the quality of teaching, the productivity of research, and the relevance of community service. Therefore, lecturer capacity development should not be viewed merely as a technical agenda, but rather as a strategic necessity for

strengthening the quality and long-term competitiveness of State Islamic Religious Higher Education Institutions (Cotta et al., 2024; Dang et al., 2024). Conceptually, this argument is consistent with Boyer's view that academic work in higher education must be understood as an integrated scholarly mission encompassing teaching, discovery, integration, and service, rather than as isolated technical functions. It is also supported by the faculty development literature, which shows that sustained professional development contributes to improved teaching effectiveness, professional identity, and academic leadership among university educators. This study also underscored that greater lecturer involvement in professional organizations contributed significantly not only to individual lecturer capacity, but also to the achievement of the academic and social missions of these institutions (Denee, 2024; Hakel & Magin, 2024).

One potentially important instrument for supporting lecturer capacity development is the professional organization. Through seminars, conferences, workshops, publications, mentoring, and the expansion of academic networks, professional organizations create collective learning spaces in which lecturers can develop pedagogical, professional, and collaborative competencies. This understanding is closely aligned with Wenger's theory of communities of practice, which explains that professional learning develops through sustained participation in shared practices and collaborative engagement within professional communities (Hannon et al., 2024; Huang et al., 2024). More recent studies also show that networked and professional learning communities can strengthen professional learning, collaboration, and educator efficacy, although their effectiveness may vary across institutional contexts -. In the preliminary findings of this study, PD-PGMI and PPMPI are portrayed as organizations that play an important role in building collaborative networks, providing access to academic resources, and strengthening lecturers' professional communities within State Islamic Religious Higher Education Institutions.

Studies on professional organizations and lecturer capacity development in Indonesia have been conducted in various contexts, but they remain relatively fragmented and have not yet specifically positioned professional organizations as instruments for transforming lecturer capacity development within State Islamic Religious Higher Education Institutions (Jenkins et al., 2024; Kohan et al., 2023). For example, showed that IMLA contributed to the development of Arabic language teachers' competence through seminars, workshops, training, and the strengthening of national and international professional networks. However, the study focused more on teacher competence than on lecturer capacity development in higher education. In the field of PGMI, Long et al., (2024); Morrison & Hughes, (2024) examined the readiness of PGMI students to become professional teachers through teaching-skills enrichment programs, but did not address PD-PGMI as a professional organization for lecturers or its role in strengthening academic capacity.

Other studies have also highlighted the importance of organizational and institutional factors, though not specifically in relation to professional organizations across higher education institutions. (Brouwer et al., 2022; Khan et

al., 2024) found that job satisfaction significantly influenced organizational commitment and lecturer performance, underscoring the importance of organizational dimensions in supporting lecturer professionalism. Likewise, Mydin et al. (2024); Pareigis et al. (2024) emphasized the need for adaptive, high-quality, and transformative institutional management in Islamic education, while (Hunsker, 2023; Köhler et al., 2022; Teguh Setiawan Wibowo, 2022) showed that information technology can improve efficiency and effectiveness in Islamic educational management despite infrastructural limitations. Nevertheless, these studies did not specifically examine the role of PD-PGMI and PPMPI as professional organizations that may contribute to lecturer capacity transformation. Therefore, although previous research has provided an important foundation for understanding competence, professionalism, organizational commitment, and educational transformation, there remains limited comparative and focused research on the role of professional organizations in transforming lecturer capacity development within State Islamic Religious Higher Education Institutions. This gap forms the main point of departure for the present study.

Despite these important contributions, previous studies still show several limitations. Most of them discuss professional competence, organizational commitment, and educational transformation in separate ways, and have not yet integrated these issues into a single framework that explains how professional organizations can function as strategic instruments for lecturer capacity development in PTKIN. In addition, earlier research tends to focus on one institutional or disciplinary setting only, so it does not yet provide a comparative picture of how different professional organizations contribute to strengthening lecturers' academic roles across fields (Parkinson et al., 2024; Prodanova & Kocurev, 2023). The relationship between lecturers' participation in professional organizations and the enhancement of teaching, research, and community service also remains underexplored in the context of PTKIN.

To respond to these limitations, this study positions professional organizations as transformative spaces through which lecturers may expand academic competence, strengthen collaboration, exchange professional knowledge, and enhance their contribution to institutional development –. By comparatively examinin PD-PGMI and PPMPI, this article attempts to show how professional organizations may serve not only as forums for professional association, but also as catalysts for academic capacity building and institutional transformation in PTKIN. This comparative focus becomes important because each organization represents a different disciplinary cluster and organizational orientation, which may generate distinct patterns of contribution, challenge, and opportunity.

The novelty of this study lies in its comparative and integrative analysis of three professional organizations in relation to lecturer capacity transformation within PTKIN. Rather than discussing lecturer professionalism only at the individual or institutional level, this article highlights the mediating role of professional organizations in connecting individual development, collective academic networking, and institutional strengthening. Therefore, this study aims

to analyze the role of professional organizations in supporting the transformation of lecturer capacity development in State Islamic Religious Higher Education institutions, to examine the contribution of lecturers' involvement in PD-PGMI and PPMPI to the implementation of the tridharma of higher education, and to identify the challenges and opportunities faced by these organizations in promoting lecturer professionalism and academic collaboration in PTKIN.

RESEARCH METHOD

This study employed a mixed-methods design to examine the role of professional organizations in the transformation of lecturer capacity development in State Islamic Religious Higher Education institutions (PTKIN). The use of a mixed-methods approach was intended to generate a more comprehensive understanding by combining qualitative insights from lecturers' experiences with quantitative descriptions of their perceptions regarding the contribution of professional organizations. This design was considered appropriate because the issue under study involves both measurable tendencies and in-depth institutional and professional dynamics (Creswell & Clark, 2017; Fetters et al., 2013). The research was conducted from June to October 2024.

The study involved lecturers from several PTKIN who were affiliated with professional organizations, particularly PD-PGMI and PPMPI. These organizations were selected because they represent different disciplinary clusters within Islamic higher education and provide a relevant basis for examining the diverse roles of professional associations in lecturer development. The inclusion of participants from different PTKIN was intended to ensure broader representation and to capture variation in organizational experience across institutions.

Data were collected through three techniques. First, in-depth interviews were conducted with lecturers to explore their views, experiences, and reflections on the role of professional organizations in supporting their academic and professional development (Yahng, 2017). Second, a questionnaire survey was distributed to lecturers in order to obtain quantitative data on their perceptions of the contribution of professional organizations to teaching, research, community service, networking, and professional growth (S.Lewis-Beck et al., n.d.). Third, document analysis was employed to examine official organizational documents, activity reports, policy-related materials, and relevant publications in order to provide contextual support for the interview and survey findings (Bowen, 2009). The combination of these three techniques enabled the study to capture both subjective experiences and broader patterns of organizational contribution.

The qualitative data obtained from interviews were analyzed using a thematic analysis approach. This process involved identifying recurring patterns, themes, and key issues related to the role of professional organizations, the forms of lecturer participation, and the challenges and opportunities encountered in capacity development. Meanwhile, the quantitative data derived from the questionnaires were processed using descriptive statistical analysis and presented in the form of percentages, tables, and graphs to describe the general tendencies

of respondents' perceptions. The integration of qualitative and quantitative findings was then carried out at the interpretation stage in order to generate a more coherent explanation of how professional organizations contribute to lecturer capacity transformation in PTKIN.

To enhance the trustworthiness of the study, data triangulation was applied by comparing information obtained from interviews, questionnaires, and document analysis. Reliability was addressed through consistency checking across the different sources of evidence, while the overall interpretation was strengthened by examining convergence among qualitative and quantitative findings. In addition, this study observed basic research ethics, including respect for participants' privacy, confidentiality, and data security throughout the research process.

RESULT AND DISCUSSION
Result

This study generated three main findings. First, professional organizations function as important platforms for transforming lecturer capacity development in State Islamic Religious Higher Education institutions (PTKIN). Second, lecturers' participation in professional organizations contributes to the strengthening of the tridharma of higher education, particularly in teaching, research, publication, and academic networking. Third, the transformative role of professional organizations is shaped by a dual dynamic: on the one hand, these organizations offer important opportunities for collaboration, innovation, and academic resource sharing; on the other hand, their effectiveness remains constrained by structural barriers such as limited funding, uneven participation, and insufficient institutional support. These findings directly respond to the objectives of the study, namely to examine the role of professional organizations, their contribution to lecturer capacity development, and the challenges and opportunities surrounding their work in PTKIN.

The Role of Professional Organizations in Lecturer Capacity Transformation

Across the data, PD-PGMI and PPMPI are portrayed as institutions that facilitate seminars, workshops, mentoring, publication support, and inter-campus collaboration. These activities suggest that lecturer development in PTKIN is not solely dependent on internal university policy, but is also shaped by broader academic communities that connect lecturers across institutions and disciplines.

Table 1. PPMPI Members' Perceptions of Organizational Activities and Capacity Development

Variable	Category	Frequency (n)	Percentage (%)
Participation in professional organization activities	Very often	0	0.0
	Often	80	59.3
	Occasionally	8	5.9
	Rarely	35	25.9
	Never	12	8.9

Perceived effectiveness in improving lecturer capacity	Very effective	18	13.3
	Effective	80	59.3
	Moderately effective	35	25.9
	Ineffective	2	1.5
	Very ineffective	0	0.0

Based on figure 1. This finding is supported particularly strongly by the PPMPI data. Among PPMPI respondents, 59.3% reported that they frequently participated in organizational activities, while 59.3% also considered those activities effective in improving lecturer capacity, and another 13.3% rated them very effective. This pattern suggests that the organization is not perceived as a passive forum, but as an active capacity-building space whose programs are experienced as relevant and useful by its members.

Table 2. Participation Frequency and Perceived Effectiveness of Organizational Activities among PD-PGMI Respondents

Variable	Category	Frequency (n)	Percentage (%)
Participation in professional organization activities	Frequent participation	79	65.8
Perceived effectiveness in improving lecturer capacity	Moderately effective	75	62.5
	Very effective	25	20.8

A similar pattern was found in PD-PGMI. As shown in Table 2, among 120 respondents, approximately 65.8% reported frequent participation in organizational activities. In addition, 62.5% perceived these activities as moderately effective in strengthening lecturer capacity, while 20.8% rated them as very effective. Similar to the findings for PPMPI, these results suggest that PD-PGMI is also perceived by its members as making a meaningful contribution to lecturers' professional development. More importantly, they indicate that participation in professional organizations is not incidental, but sufficiently sustained to shape professional learning in meaningful ways. The interview evidence from organizational leaders reinforces this interpretation. The PPMPI leadership reported that lecturer capacity-development programs are conducted every three months or annually and are considered highly effective, with indicators including improved lecturer competence, positive participant feedback, and increased publication output. The same source also noted that capacity-development efforts have increasingly incorporated collaboration with external institutions and the use of digital approaches such as e-learning and project-based training. This evidence suggests that the transformative role of professional organizations lies not only in the existence of programs, but also in their ability to adapt to academic needs and to build sustainable developmental pathways for lecturers.

Contribution to The Tridharma of Higher Education

The second major finding of this study concerns the contribution of professional organizations to the implementation of the tridharma of higher education. This is an important finding because it demonstrates that the contribution of professional organizations goes beyond symbolic membership and has tangible relevance for the core missions of PTKIN.

Table 3. Perceived Contributions of Professional Organizations to Teaching, Research, Publication, and Professional Networking

PPMPI Respondents (n = 135)

Variable	Category	Frequency (n)	Percentage (%)
Support for teaching skills improvement	Very helpful	48	35.6
	Helpful	52	38.5
	Quite helpful	25	18.5
	Not helpful	10	7.4
	Very not helpful	0	0.0
Support for research skills improvement	Very helpful	22	16.3
	Helpful	40	29.6
	Quite helpful	68	50.4
	Not helpful	5	3.7
	Very not helpful	0	0.0
Support for scientific publication	Very helpful	50	37.0
	Helpful	45	33.3
	Quite helpful	40	29.6
	Not helpful	0	0.0
	Very not helpful	0	0.0
Support for professional networking	Very helpful	35	25.9
	Helpful	10	7.4
	Quite helpful	80	59.3
	Not helpful	10	7.4
	Very not helpful	0	0.0

PD-PGMI Respondents (n = 120)

Variable	Category	Frequency (n)	Percentage (%)
Support for professional networking	Very helpful	29	24.2
	Helpful	11	9.2
	Quite helpful	80	66.7
	Not helpful	0	0.0
	Very not helpful	0	0.0

Table 3 reinforces that professional organization activities were predominantly perceived as positively supporting lecturers' academic development, particularly in teaching, research, publication, and professional networking. In the area of teaching, the PPMPI data show that organizational activities were perceived as beneficial for pedagogical development: 38.5% of respondents stated that the programs were helpful in improving teaching skills, while 35.6% rated them very helpful. This means that nearly three quarters of respondents viewed the organization as positively contributing to teaching competence. Scientifically, this suggests that professional organizations serve as arenas for pedagogical exchange, peer learning, and the circulation of best practices, especially in a PTKIN context where teaching requires not only

disciplinary mastery but also integration with religious, social, and contextual values.

The contribution is also visible in research development. Among PPMPI members, 50.4% stated that the organizational programs were quite helpful in strengthening research skills, while 29.6% considered them helpful and 16.3% very helpful. This pattern suggests that professional organizations play an enabling role in building research confidence, exposing lecturers to scholarly opportunities, and encouraging participation in more collaborative academic practices. The significance of this result is that research productivity in PTKIN should not be explained only as a function of individual effort or university policy, but also as an outcome of participation in academic communities that facilitate shared learning and professional support.

The role of professional organizations becomes even clearer in scientific publication and networking. In PPMPI, 37.0% of respondents considered the organizational activities very helpful in supporting publication, 33.3% considered them helpful, and 29.6% saw them as quite helpful. In terms of professional networking, 59.3% reported that the organization was quite helpful, 25.9% very helpful, and 7.4% helpful. Likewise, the PD-PGMI data reveal that 66.7% of respondents considered the organization quite helpful in strengthening professional networks, while 24.2% rated it very helpful. These findings indicate that the most visible comparative advantage of professional organizations lies in their role as connectors: they enable lecturers to engage with peers, access broader scholarly communities, and establish relationships that may lead to collaborative teaching, joint research, and shared publication initiatives.

From the perspective of the tridharma, these findings are highly significant. They show that professional organizations should be treated as extensions of the academic ecosystem of PTKIN. Their contribution is not limited to individual self-improvement, but reaches into institutional performance through improved teaching practices, stronger research engagement, wider publication opportunities, and more active scholarly networking. This result differs from much of the previous literature, which tended to focus separately on competence, job satisfaction, or institutional commitment. In contrast, the present study demonstrates that participation in professional organizations connects those dimensions in a more practical and collective way. In short, lecturer professionalism is not produced only through formal institutional structures, but also through active involvement in disciplinary and professional communities..

Opportunities for Strengthening Lecturer Development

The third finding shows that professional organizations in PTKIN possess substantial opportunities to strengthen lecturer capacity development in the future. One of the most important opportunities is their ability to create collaborative academic environments across campuses and disciplines. Since members of these organizations come from different institutions and academic backgrounds, organizations such as PD-PGMI and PPMPI function as meeting points for knowledge exchange and inter-institutional partnership.

Table 4. PD-PGMI Members' Perceptions of Future Prospects and Access to Resources

Variable	Category	Frequency (n)	Percentage (%)
Future prospects for lecturer capacity development through the organization	Very promising	18	15.0
	Promising	22	18.3
	Quite promising	80	66.7
	Not promising at all	0	0.0
Organizational role in providing access to resources	Very important role	18	15.0
	Important role	68	56.7
	Quite important role	31	25.8
	No role	3	2.5
	Very no role	0	0.0

Based on table 4, the PD-PGMI data reflect this potential clearly. Regarding future prospects, 66.7% of respondents viewed lecturer capacity development through the organization as quite promising, while 15.0% considered it very promising and 18.3% promising. In terms of access to resources, 56.7% stated that PD-PGMI plays an important role, 25.8% regarded it as having a quite important role, and 15.0% considered it to play a very important role. These findings indicate that members do not see the organization merely as a present forum, but also as a future-oriented platform for strengthening academic access, knowledge circulation, and professional growth. This forward-looking perception is important because it shows that the legitimacy of professional organizations is not only based on existing activities, but also on members' expectations that these organizations can become stronger drivers of lecturer development.

Another important opportunity lies in digital innovation. The interview with the PPMPI leadership explicitly emphasized the use of e-learning and project-based training as part of the organization's future development strategy. This suggests that the transformation of lecturer capacity is increasingly linked to the ability of professional organizations to move beyond conventional seminar-based formats toward more flexible and technology-supported models. Such an approach is particularly relevant for PTKIN, where lecturers often face geographical distance, varying access to institutional support, and different levels of digital readiness.

Structural Challenges and Organizational Constraints

Despite these opportunities, the findings also reveal persistent structural challenges that limit the effectiveness of professional organizations in PTKIN. The most frequently recurring obstacles are limited funding, human resource constraints, insufficient institutional support, and uneven lecturer participation. These barriers are not minor administrative issues; rather, they shape the

sustainability, reach, and impact of professional organizations in fundamental ways.

The interview evidence is especially clear on this point. The PPMPI leadership identified funding, human resources, institutional support, and lecturer participation as the major challenges affecting program implementation. Similarly, the PD-PGMI leadership reported that the main obstacles remain funding, human resources, and institutional support, despite the organization's positive contribution to lecturer development and publication productivity. This consistency across organizations suggests that the challenge is systemic rather than incidental. Professional organizations in PTKIN do have transformative potential, but they operate within institutional environments that do not always provide sufficient recognition, facilitation, or material support.

Table 5. PD-PGMI Respondents' Perceptions of Institutional Support in Overcoming Organizational Challenges

Variable	Category	Frequency (n)	Percentage (%)
Institutional support for overcoming organizational challenges	Supportive	40	33.3
	Not supportive / not yet available	80	66.7
	Total	**120**	**100.0**

Based on Table 5, the PD-PGMI survey data further confirm this structural problem. A total of 66.7% of respondents reported that institutional support for overcoming organizational challenges was not yet available, while only 33.3% perceived their institutions as supportive. This is one of the most important findings of the study because it helps explain why even active professional organizations may still struggle to maximize their impact. Lecturer participation and well-designed organizational programs alone are not sufficient; their long-term effectiveness also depends on institutional alignment, policy recognition, and resource support from PTKIN.

This integrated interpretation constitutes the main scientific merit of the article. Previous studies have generally examined competence development, lecturer commitment, or educational transformation separately. By contrast, this study demonstrates that the transformation of lecturer capacity in PTKIN is shaped through the interaction between individual participation, collective professional communities, and institutional ecosystems. Thus, the novelty of the findings lies not only in comparing PD-PGMI and PPMPI, but also in showing that professional organizations occupy a strategic intermediate position between lecturer professionalism and institutional transformation. Overall, the results suggest that strengthening PTKIN in the future requires a broader vision of lecturer development. Capacity building should not be treated solely as an internal administrative agenda of higher education institutions. It should also

involve systematic support for professional organizations as sustainable spaces of knowledge exchange, scholarly collaboration, academic mentoring, and innovation.

Discussion

The findings showed that professional organizations in PTKIN should not be understood merely as formal associations of lecturers, but as collective spaces for academic learning, networking, and professional transformation. This interpretation was consistent with the concept of communities of practice, which views professional learning as emerging through regular interaction, shared practice, and collaborative problem-solving within a professional community (Filho et al., 2023; Gonçalves et al., 2022). In this regard, the most important scientific finding of the study is that professional organizations operate as a meso-level mechanism linking individual lecturer development with broader institutional strengthening, a role that is also recognized in the faculty development literature emphasizing the importance of collaborative structures, professional learning environments, and institutional support for sustainable academic change (Leal et al., 2023; Neill & Short, 2025). This was in line with scholarship emphasizing that professional growth was strengthened through regular engagement in collaborative professional communities and networked learning environments.

The consistency between PPMPI and PD-PGMI therefore reinforced the argument that professional organizations played a substantive role in lecturer capacity transformation across disciplinary contexts within PTKIN, although the strength and sustainability of that role remain influenced by institutional support and enabling conditions. This interpretation was supported by recent scholarship showing that professional learning is strengthened when it is continuous, collaborative, and responsive to practice, and that networked professional learning as well as well-designed faculty development programs can enhance professional growth and broaden academic impact when supported by appropriate structures This result provided a broader and more integrative explanation. This successfully demonstrated the role of professional associations in developing Arabic language teaching competence, but its focus remained more limited to teacher competence and did not fully capture the wider transformation of lecturer capacity in higher education. Lecturer commitment or Islamic educational transformation also tended to discuss organizational factors at the institutional level rather than examining professional organizations as inter-institutional mechanisms. The professional organizations in PTKIN should be treated as strategic academic infrastructures that mediate between individual competence, collective collegiality, and institutional development. In this sense, the findings extended previous literature by moving from a fragmented understanding of professionalism toward a comparative understanding of academic transformation across multiple professional associations.

This broader interpretation is consistent with reviews arguing that teacher and professional communities should be understood as contexts for professional

development that integrate individual growth, collegial exchange, and organizational learning (Salamuddin et al., 2024; Syihabuddin & Maulani, 2023). This collaborative character becomes especially important in PTKIN, where institutional resources, academic traditions, and program capacities are often unevenly distributed. Professional organizations that successfully integrate online learning, mentoring, and collaborative digital platforms will be better positioned to democratize access to academic development. Thus, digital tools do not automatically transform lecturer capacity, but become transformative when they are utilized through communities of practice. The institutional resources and organizational support are important antecedents of academic engagement, job satisfaction, and the overall quality of academic work (Hina & Paramole, 2025; Rozi & Fitriya, 2023). Communities of practice and other collaborative professional structures may support learning and change, but their effectiveness depends heavily on how well they are resourced, recognized, and supported within their organizational settings. This is also consistent with recent research on technology-enabled professional development, which shows that program effectiveness is strongly shaped by contextual factors such as organizational readiness, available infrastructure, and institutional support, rather than by program design alone.

This finding nuanced the more optimistic tone of previous literature on professionalism and educational transformation. The benefits of professional development and the positive relationship between organizational factors and lecturer performance. While the present study confirmed these positive contributions, it also demonstrated that their impact was not automatic. Rather, the effectiveness of professional organizations depended on the extent to which their activities are supported by conducive institutional ecosystems. In this sense, professional organizations can indeed serve as catalysts for lecturer transformation, but their contribution becomes more sustainable when accompanied by adequate policy recognition, institutional commitment, and material support. This distinction was important because it shifted the policy focus from merely encouraging lecturer participation toward fostering stronger synergy between professional organizations and PTKIN leadership. Such a reading was supported by scholarship arguing that collaborative learning structures contributed most effectively to change when they are embedded within systems that intentionally provided resources, legitimacy, and organizational backing.

This interpretation resonated with recent higher education literature emphasizing that institutional quality and academic engagement were closely connected to the availability of internal support systems and effective governance arrangements. In this respect, the study did not merely confirm that professional organizations matter; it shows why they matter, how they matter, and under what conditions their contribution can become truly transformative. This broader conclusion was consistent with recent scholarship arguing that academic development should be understood as a community-led and institutionally embedded practice, and that transformative organizational learning in higher

education depended on connected ecosystems that sustain participation, reflection, and long-term change (Adhinugraha et al., 2024; Koutroubas & Galanakis, 2022; Listrianti & Cahyono, 2023).

Taken together, the results provided a more integrated understanding of lecturer capacity development in PTKIN. Professional organizations should therefore be seen not simply as supporting associations, but as transformative academic infrastructures that connect individual development with broader institutional advancement. Their contribution spaned teaching, research, publication, and professional networking, while their future potential lied in collaborative expansion, digital innovation, and wider access to academic resources. However, this transformative role remained shaped by structural constraints, particularly funding limitations and weak institutional support. Accordingly, the study suggested that strengthening lecturer capacity in PTKIN required a dual strategy: reinforcing lecturers' active engagement in professional organizations and, at the same time, building institutional environments that enabled those organizations to function effectively and sustainably.

This research made a theoretical contribution by reconstructing the concept of lecturer professionalism through the lens of "amanah," which integrated functional responsibility with moral and spiritual commitment. Practically, these findings had implications for the policy repositories of academic professional organizations in Islamic higher education environments to focus not only on developing hard skills but also on strengthening ethical integrity as a foundation of competence. Another significant contribution lied in strengthening the strategic role of academic organizations as a supporting ecosystem that facilitates the transformation of prophetic values into teaching, research, and community service practices. Thus, this research offered a new framework for institutions in producing educators who possess both intellectual excellence and moral depth in facing the challenges of global education.

CONCLUSION

This study concludes that professional organizations play a pivotal role in enhancing lecturer capacity development within State Islamic Religious Higher Education institutions (PTKIN). Beyond formal membership, these organizations function as academic platforms that facilitate professional learning, knowledge exchange, collaborative research, publication support, and networking. By participating in these communities, lecturers strengthen their engagement with the tridharma of higher education—teaching, research, and community service—while integrating Islamic educational values into their professional practice. The findings highlight that lecturer professionalism in PTKIN is shaped not only by internal institutional policies but also by active involvement in value-driven professional networks that bridge individual development with broader educational objectives in Islamic higher education.

At the same time, the transformative potential of professional organizations is moderated by structural challenges, including limited funding, uneven participation, human resource constraints, and inadequate institutional support.

To realize their full impact, these organizations need stronger collaboration with PTKIN leadership, sustainable policy backing, and greater access to digital tools and resources. Scientifically, this study positions professional organizations as transformative infrastructures that connect lecturer development with institutional strengthening in the context of Islamic education. Future research should explore diverse professional organizations across multiple PTKIN institutions and examine the long-term effects of participation on lecturer performance, Islamic pedagogy, and institutional quality.

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