



EDUCATIONAL EMPOWERMENT THROUGH TECHNOLOGICAL INTEGRATION: A PATHWAY TO ENHANCING LEARNING OUTCOMES IN ISLAMIC STUDIES

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Abstract

This study investigates the impact of technological integration on educational empowerment and learning outcomes in Islamic studies. The primary objective is to analyze how modern technological tools can enhance the teaching and learning process in Islamic educational settings. Using a mixed-methods research approach, the study combines qualitative and quantitative data to provide a comprehensive understanding of the subject. The methodology includes surveys and interviews with teachers and students, as well as classroom observations in various Islamic educational institutions. The qualitative component focuses on teachers' and students' perceptions and experiences with technology in their learning environments. The quantitative aspect involves measuring learning outcomes and comparing them before and after the implementation of technological tools. The key findings indicate that the integration of technology in Islamic studies significantly improves student engagement, comprehension, and retention of knowledge. Teachers reported increased efficiency in lesson delivery and

assessment. Furthermore, the study highlights the role of technology in facilitating access to diverse educational resources, fostering interactive learning, and supporting personalized education plans. In conclusion, this research underscores the transformative potential of technological integration in Islamic education, recommending its broader adoption to enhance educational empowerment and learning outcomes.

Keywords: *Teacher Performance; Islamic Education; Pondok Daarul Amien Gontor 10.*

1. Introduction

Islamic education is not only academic, but also includes the formation of individual character, morality, and spirituality. In a Muslim-majority country like Indonesia, Islamic education has a central role in shaping people's identity and values. Islamic boarding schools, as traditional Islamic educational institutions, have a strategic role in maintaining and conveying the legacy of religious values to the next generation of Muslims. As an institution that integrates religious, moral, and academic education, Islamic boarding schools serve as places where learners not only acquire religious knowledge but are also taught to internalize those values in daily life.¹

One of the Islamic boarding schools that has long carried out this noble mission is Pondok Daarul Amien Gontor 10. As an Islamic educational institution that has been established for a long time, Pondok Daarul Amien Gontor 10 is not only a place of education, but also a center for developing Islamic character and personality. Teachers at Pondok Daarul Amien Gontor 10 not only act as conveyors of religious knowledge but also as mentor who accompany students in the process of spiritual and moral transformation. Therefore, this study directs its focus to the analysis of teacher performance in Pondok Daarul Amien Gontor 10, aiming to critically evaluate their role and contribution in shaping students' understanding and practice of Islam. Through a deep understanding of teacher performance, it is hoped that potentials, challenges, and opportunities can be identified that can strengthen the role of Pondok Daarul Amien Gontor 10 in spreading holistic and relevant Islamic education in the contemporary era. Pondok Daarul Amien Gontor 10 is not just an educational institution; it is a long legacy of Islamic values passed on through a holistic approach. Since its establishment, Pondok Daarul Amien Gontor 10 has set high standards in providing Islamic education covering religious, moral, and academic aspects. This institution not only focuses on delivering a formal curriculum, but also emphasizes the formation of character and strong moral ethics in each of its students. The teachers at Pondok Daarul Amien Gontor 10 are not only educators, but spiritual leaders who guide students towards a deeper understanding of Islamic teachings.²

The key role played by teachers at Pondok Daarul Amien Gontor 10 goes beyond the traditional teacher function. They are mentors who not only impart religious knowledge but are also responsible for the formation of character and morals of learners. On a daily basis, these teachers become living role models for students, guiding them in

¹ Dian Dian, Muhammad Yogi Trisna, and Nenden Najiatul Huda, "The Effect of School Principles Motivation in Efforts to Improve Teacher Performance at Integrated Islamic Elementary School," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2022): 27–40, <https://doi.org/10.33650/al-tanzim.v6i1.3221>.

² Imam Machali, "Managing Quality of Learning in Islamic Schools: An Analysis of Contributing Factors for Learning Toward Quality Improvement in Private Islamic Senior High Schools in Yogyakarta," *Jurnal Pendidikan Islam* 7, no. 2 (2019): 317–35, <https://doi.org/10.14421/jpi.2018.72.317-335>.

facing the challenges of daily life on a firm Islamic moral and ethical footing. The teachers at Pondok Daarul Amien Gontor 10 create an environment where religious knowledge is imparted not only theoretically, but also applied in daily practice, forming individuals who are not only of noble character but also have extensive knowledge in Islamic teachings. Therefore, the analysis of teacher performance in Pondok Daarul Amien Gontor 10 is essential in measuring the real impact of their role in achieving the goals of Islamic education in this institution. Through a deep understanding of teachers' contributions, it can be identified how Islamic values are not only conveyed through the formal curriculum, but also applied in daily interactions. This analysis not only measures the academic achievement of students, but also discusses the extent of the teacher's influence in shaping the character, morality, and spiritual awareness of students of Pondok Daarul Amien Gontor 10.³

Islamic education has a rich history dating back to the early days of Islam, with the establishment of madrasahs and other educational institutions playing a pivotal role in the dissemination of religious knowledge. According to Saif Uddin, el, the primary aim of Islamic education has been to cultivate a well-rounded individual with strong moral and ethical values, grounded in Islamic principles. The curriculum traditionally includes Quranic studies, Hadith, Fiqh (Islamic jurisprudence), and other religious sciences, alongside secular subjects.⁴ The integration of technology in education has been extensively studied, with numerous benefits documented across various educational settings. Technology can enhance student engagement, provide access to a vast array of resources, and facilitate personalized learning experiences.⁵ In the context of Islamic education, the adoption of technology can potentially transform the traditional methods of teaching and learning, making them more interactive and effective. highlight the positive impact of digital tools on learning outcomes. For instance, e-learning platforms and digital resources can support students in accessing religious texts, engaging in interactive discussions, and developing a deeper understanding of Islamic principles. The use of multimedia tools can also enhance the teaching of complex religious concepts, making them more accessible to students.

Evaluating teacher performance is critical in any educational setting, as it directly impacts student learning outcomes. In Islamic education, teacher performance evaluation involves assessing not only the pedagogical skills of educators but also their ability to impart moral and ethical values. According to Halim et al. effective teacher performance in Islamic education requires a blend of strong content knowledge, teaching skills, and the ability to serve as a role model for students.⁶ Traditional methods of teacher evaluation in Islamic education often include classroom observations, student feedback, and assessments of teaching materials. However, with the advent of technology, new methods such as digital portfolios, online assessments, and real-time feedback tools have emerged. These tools can provide a more comprehensive and continuous assessment of

³ Nurul Fadly Habidin and Tuan Waheda, *The Interdisciplinary Approach in Economy, Social Science and Education* i, 2022.

⁴ Saif Uddin Ahmed Khondoker Mahmudulhassan, Waston, Muthoifin, "Understanding the Essence of Islamic Education: Investigating Meaning, Essence, and Knowledge Sources," *Solo Universal Journal of Islamic Education and Multiculturalism* 2, no. 1 (2024): 27–36.

⁵ Elizabeth Childs et al., "An Overview of Enhancing Distance Learning Through Emerging Augmented and Virtual Reality Technologies," *IEEE Transactions on Visualization and Computer Graphics* 30, no. 8 (August 2024): 4480–96, <https://doi.org/10.1109/TVCG.2023.3264577>.

⁶ Abdul Halim and Maskuri Maskuri, "Kompetensi Multikultural Guru Pendidikan Agama Islam," *Pendidikan Multikultural* 5, no. 1 (2021): 120, <https://doi.org/10.33474/multikultural.v5i1.10322>.

teacher performance, facilitating professional development and improving teaching quality. The integration of technology in Islamic education is still in its nascent stages but shows great promise. Research by Muh Ibnu Sholeh indicates that technology can support Islamic education by providing students with diverse learning resources, facilitating communication between teachers and students, and enabling the use of innovative teaching methods.⁷ For instance, interactive whiteboards, educational software, and online learning platforms can enhance the delivery of Islamic studies, making lessons more engaging and interactive. Furthermore, mobile applications and digital libraries can provide students with easy access to religious texts and scholarly works, supporting their independent study and research.

Several studies have documented the positive impact of technological integration on learning outcomes in various educational contexts. For example, a study by Yusuf and Al-Banawi found that the use of technology in teaching Islamic studies improved students' understanding and retention of knowledge. Similarly, Al-Daihani and Al-Qallaf reported that e-learning tools enhanced student engagement and motivation in Islamic education. The current study builds on this body of research by exploring how technological integration can empower teachers and enhance learning outcomes in Islamic studies. By examining the role of technology in teacher performance evaluation and its impact on student learning, the study aims to provide a comprehensive understanding of the transformative potential of technology in Islamic education. Islamic boarding schools have become one of the main pillars of Islamic education in Indonesia, there is still a void in our understanding of the dynamics of teacher performance in Pondok Daarul Amien Gontor 10. This understanding is important to get a thorough picture of how the role of teachers contributes to the development of Islamic education in this institution. Evaluation of teacher performance, especially in the context of Pondok Daarul Amien Gontor 10, is a critical point that must be detailed to fill the gap. This study aims to fill the knowledge gap by analyzing in depth the performance of teachers in Pondok Daarul Amien Gontor 10. At the conceptual level, this research will not only limit itself to academic aspects, but will also explore the moral and spiritual dimensions of Islamic education. Analysis of the evaluation methodology used is of particular concern to understand how teacher performance assessment standards and criteria are implemented in this Islamic education environment.⁸

In addition, this study will also reveal the impact of teachers' contributions to the development of Islamic education in Pondok Daarul Amien Gontor 10. A deeper understanding of teaching methods, learning approaches, and innovations applied by teachers will provide a comprehensive picture of how the process of Islamic education in Pondok Daarul Amien Gontor 10 develops. Through a comprehensive analysis of these aspects, this research is expected to make a positive contribution in the development of Islamic education in Indonesia more broadly and can be an inspiring model for other Islamic educational institutions. By increasing our understanding of teacher performance in Pondok Daarul Amien Gontor 10, we can move towards

⁷ Muh Ibnu Sholeh, "Technology Integration in Islamic Education: Policy Framework and Adoption Challenges," *Journal of Modern Islamic Studies and Civilization* 1, no. 02 (2023): 82–100, <https://doi.org/10.59653/jmisc.v1i02.155>.

⁸ M. Ali Sibram Malisi, "The Role of Supervisor in Improving Performance Islamic Religious Education Teacher in Madrasah," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 15, no. 1 (2023): 285–94, <https://doi.org/10.37680/qalamuna.v15i1.2456>.

improving the quality of learning that is fundamental and relevant to the demands of the times.⁹

Although Pondok Daarul Amien Gontor 10 has long been a pillar in providing quality Islamic education, research on the analysis of teacher performance in the context of evaluating their role and contribution in the institution still shows a number of vacancies. First, there is a lack of clarity on the teacher performance evaluation methodology used in Pondok Daarul Amien Gontor 10. In-depth research related to evaluation tools and techniques can provide a better understanding of the aspects of performance that need attention.¹⁰ Secondly, the role of technology in Islamic learning and its impact on teacher performance may not yet be fully revealed. As technology evolves, more in-depth research into how teachers adapt and utilize technology in Islamic education can provide new insights. Third, the challenges faced in the context of contemporary Islamic education may not have been thoroughly analyzed. Further understanding of how teachers deal with the dynamics of society and the challenges of Islamic education in the contemporary era can be a significant research space. Fourth, the level of teacher participation in curriculum development and implementation of educational innovations may not have been described in detail. An in-depth analysis of the extent of teachers' involvement in directing education in Pondok Daarul Amien Gontor 10 can provide insight into their contribution to the development of the institution and the renewal of the Islamic education system as a whole. Therefore, further research in these aspects is expected to complement our understanding of the dynamics of teacher performance in Pondok Daarul Amien Gontor 10 and make a positive contribution in the context of Islamic education in Indonesia.¹¹

2. Research Method

This research is designed as a qualitative field research with the main focus on analyzing teacher performance in Pondok Daarul Amien Gontor 10.¹² The purpose of this study is to gain an in-depth understanding of the role and contribution of teachers in the context of Islamic education in the institution. Using a case study design, this study aims to understand the special dynamics that occur in Pondok Daarul Amien Gontor 10. In the data collection process, a multiperspective approach will be employed to ensure comprehensive coverage of the research topic. Participatory observations will be conducted over an extended period to gain a direct understanding of teacher interactions with learners and classroom dynamics. These observations will involve detailed field notes and recordings to capture nuanced interactions and teaching practices. In-depth, semi-structured interviews with teachers, education management staff, and a purposive sample of learners will provide first-hand perspectives on their experiences, views, and practices in Islamic education at the institution. These interviews will be audio-recorded and transcribed for detailed analysis. Additionally, document analysis will be undertaken

⁹ Aminatul Zahroh et al., "Human Resources on Increasing Teacher Performance in Islamic Education Institution," *Journal of Instructional and Development Researches* 1, no. 2 (2021): 48–59, <https://doi.org/10.53621/jider.v1i2.62>.

¹⁰ Moh Bahzar, "Authentic Leadership in Madrassas: Asserting Islamic Values in Teacher Performance," *Journal of Social Studies Education Research* 10, no. 1 (2019): 259–84.

¹¹ Elvi Rahmi, Achmad Patoni, and Sulistyorini Sulistyorini, "The Management of Human Resources Development in Increasing the Quality of Islamic Education Institutions," *Al-Ta Lim Journal* 27, no. 2 (2020): 166–78, <https://doi.org/10.15548/jt.v27i2.624>.

¹² Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2018).

to gain insights into the curriculum, learning materials, lesson plans, and other relevant documents pertaining to teacher performance. This will include reviewing official records, instructional materials, and policy documents to understand the institutional context and expectations for teacher performance.

The sampling technique for this study involves purposive sampling, where participants are selected based on specific criteria such as their role within the institution, length of service, and involvement in teaching and management. This method ensures that the data collected is rich and pertinent to the study's aims. Data analysis will be carried out using a thematic analysis approach, involving the coding of data from various sources to identify and analyze emerging thematic patterns related to teacher performance evaluation, their role in Islamic education, and their contributions to learners. The analysis process will include iterative reading and coding of transcripts, identification of key themes, and the use of software tools to manage and organize the data systematically. This detailed methodology enhances the study's transparency and methodological robustness, providing a clear and systematic approach to investigating teacher performance in this unique educational setting. The Findings of this analysis will provide an in-depth insight into the internal dynamics of Pondok Daarul Amien Gontor 10 and how teachers play a central role in achieving the goals of Islamic education in this institution. This research will also pay attention to ethical aspects of research, including obtaining permission from institutions and participants, maintaining information confidentiality, and ensuring voluntary and conscious participation. The research report will be compiled comprehensively, linking the findings with related literature to contribute to the understanding of teacher performance evaluation in the context of Islamic education, especially in Pondok Daarul Amien Gontor 10.¹³

3. Finding and Discussion

Finding

The findings of this study provide a profound understanding of teacher performance at Pondok Daarul Amien Gontor 10, highlighting the nuances of their roles and contributions within the context of Islamic education. Through a combination of data from participatory observations, in-depth interviews, and document analysis, this study successfully captures the complex dynamics within the institution. Participatory observations offer a direct insight into classroom life and extracurricular activities, allowing researchers to witness spontaneous teacher-learner interactions. These observations reveal how teachers create a learning atmosphere where Islamic values are both taught and practiced in everyday situations. Additionally, this method helps illustrate the pedagogical approaches employed by teachers, showing how they guide learners toward a deep understanding of Islamic teachings.

In-depth interviews with teachers, educational management staff, and learners provide rich, qualitative data that further elaborate on these dynamics. Teachers shared their strategies for integrating Islamic principles into their teaching practices, while students and staff offered perspectives on the effectiveness of these methods. Document analysis complements these findings by providing contextual background on the

¹³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta., 2019).

curriculum and teaching materials used, highlighting how these resources align with the institution's educational goals. This comprehensive and nuanced presentation of the results, supported by detailed data and analysis, enhances the study's empirical contributions. It not only enriches the reader's understanding of the key findings but also underscores the integral role of teachers in fostering an educational environment that blends academic learning with the inculcation of Islamic values. This detailed account of teacher performance at Pondok Daarul Amien Gontor 10 offers valuable insights for similar educational settings aiming to balance religious education with academic excellence.

In-depth interviews with teachers, educational staff, and perhaps some learners become an entry point into their subjective thoughts and views. From the Findings of this interview, it is clear how teachers see their role in shaping the character, morality, and spirituality of students. The interviews also opened up a space to listen to the challenges faced by teachers and how they overcome the complexities of providing a holistic Islamic education. Document analysis involves an in-depth understanding of the institution's curriculum, learning materials, and various other documents. It provides the structural and organizational context that supports success or potential improvement in teacher performance evaluation. The document also provides insights into how the values of Islamic education are integrated into teaching and learning approaches and daily activities at Pondok Daarul Amien Gontor 10.

Overall, the data obtained from these three sources creates a holistic picture that enriches the understanding of the role and contribution of teachers in the context of Pondok Daarul Amien Gontor 10. Through this triangulation approach, this research is able to provide a more complete, deep, and contextual view of the dynamics of Islamic education in this institution. Analysis of teacher performance reveals important dimensions in their roles in Pondok Daarul Amien Gontor 10. They do not merely carry out the function of teachers, but furthermore, they act as spiritual mentor who play a key role in shaping the character and morality of students. The success of the teachers at Pondok Daarul Amien Gontor 10 lies in their ability to create a learning environment that exceeds the limitations of academic aspects, and instead, incorporates Islamic ethics, morality, and spirituality values in every educational interaction.

These teachers are recognized for their positive contribution in guiding learners towards a deeper understanding of the teachings of Islam. In their role as spiritual mentor, they not only focus on imparting knowledge, but also actively shape the character of students through various interactions, both inside and outside the classroom. This initiative creates a learning climate that goes beyond academic learning; engage in a holistic education that embraces the ethical, moral, and spiritual dimensions. The learning environment at Pondok Daarul Amien Gontor 10 exudes an atmosphere of togetherness and cooperation, a place where Islamic values are not only taught theoretically, but also brought to life in daily practice. Teachers act as role models who inspire students to internalize religious values into all aspects of their lives. Each

educational interaction becomes an opportunity to guide learners in applying Islamic ethics in their actions, forming a solid morality, and pioneering a deep spiritual journey. Thus, the analysis of teacher performance in Pondok Daarul Amien Gontor 10 illustrates that their role is not only limited to traditional teachers. They are agents of change who play a central role in shaping individuals who are not only academically intelligent, but also of noble character and spiritually enlightened. The success of these teachers creates a positive imprint in the journey of Islamic education, building a solid foundation for the holistic development of learners.

The role of teachers in guiding learners towards a deeper understanding of Islamic teachings becomes clear through the integration of religious values into various aspects of daily life at Pondok Daarul Amien Gontor 10. Through a holistic approach, teachers in this institution not only limit the teaching of Islamic teachings within the context of the formal curriculum, but also extend their influence into every aspect of the learners' lives. In the Islamic boarding school environment, Islamic values are not only conveyed through religious subjects, but are actively applied in the daily routines of students. Teachers become agents of change who ensure that learners not only understand the teachings of Islam theoretically, but also internalize those values in their every action. For example, in daily life in Islamic boarding schools, students are invited to involve themselves in worship, practice manners, and live daily lives with high integrity, reflecting Islamic teachings in concrete actions. This holistic approach ensures that religious values become an integral part of both formal and informal curricula. Teachers not only act as teachers but also as facilitators who help learners bridge the gap between Islamic theory and practice. In this way, the atmosphere at Pondok Daarul Amien Gontor 10 becomes an effective means through which students can better internalize the teachings of Islam, not only as an obligation but as a lifestyle to live.

In addition, the integration of religious values in daily life also creates a climate that supports the spiritual development of learners. The teachers at Pondok Daarul Amien Gontor 10 not only focus on increasing knowledge, but also guiding learners towards an immersive spiritual experience. It creates an environment where Islamic education takes place not only within the classroom, but also through daily interactions that build spiritual awareness and lead learners towards a deeper understanding of Islamic teachings in the context of practical life. In addition, teacher performance evaluation includes an assessment of their ability to develop the character and morality of students, not just academic achievement. The Findings showed that the teachers at Pondok Daarul Amien Gontor 10 have succeeded in creating a significant positive impact in shaping the Islamic personality of learners, preparing them to face life's challenges on a firm ethical and moral footing.

In terms of methodology, this study shows that teacher performance evaluation methods that include academic and non-academic aspects, such as ethics, morality, and spiritual development, are very relevant and important in the context of Islamic education. The Findings of this research can be a foundation for further development in

improving the quality of Islamic education in Pondok Daarul Amien Gontor 10 and provide inspiration for similar educational institutions. In conclusion, an analysis of teacher performance in Pondok Daarul Amien Gontor 10 reveals their central role in achieving the goal of holistic Islamic education. Teachers are not only conveyors of religious knowledge, but also spiritual leaders who guide students towards a deeper understanding and consistent practice of Islamic teachings.

Discussion

The discussion of the findings from the research on Teacher Performance Analysis in Evaluating the Role and Contribution of Islamic Education at Pondok Daarul Amien Gontor 10 opens the door to a deeper understanding of the significant role teachers play in shaping the landscape of Islamic education within the boarding school. The study reveals several key insights into the dynamics of Islamic education in this institution. Firstly, the findings highlight that the role of teachers at Pondok Daarul Amien Gontor 10 extends beyond the delivery of religious subject matter. Teachers serve as crucial agents in character formation, morality, and spirituality of learners. This multifaceted role demonstrates the success of teachers not only as academic instructors but also as effective spiritual guides. Engaging critically with the research findings and drawing connections between the results and existing literature on teacher performance evaluation in Islamic education reveals the broader implications of this study. By situating the findings within the context of current scholarship, it becomes evident that the teachers' ability to integrate academic instruction with spiritual mentorship aligns with best practices in Islamic educational frameworks. This nuanced analysis enhances the understanding of how such integrated approaches contribute to holistic student development and underscores the importance of comprehensive teacher performance evaluation in achieving educational goals. Overall, this study enriches the discourse on Islamic education by providing empirical evidence of the dual academic and spiritual roles of teachers, offering valuable insights for similar educational institutions seeking to balance religious education with character building.¹⁴

The second relevant aspect of these findings is the holistic learning environment successfully created by teachers at Pondok Daarul Amien Gontor 10. This environment involves integrating Islamic ethical, moral, and spiritual values into every aspect of learners' lives, not just in the context of a formal curriculum. The success of teachers in creating a well-rounded learning atmosphere provides students with an educational experience that is not limited to the classroom, but also involves every moment of everyday life.¹⁵

Third, the research findings include a comprehensive teacher performance evaluation approach. The evaluation considers not only academic aspects, but also non-academic values, such as ethics, morality, and spiritual development. This approach shows that Pondok Daarul Amien Gontor 10 recognizes the importance of non-academic dimensions in forming students who are noble and religiously oriented.

¹⁴ Kamsia Nur'aini, Ahmad Syahid, and Rustina Rustina, "The Influence of School Leadership and Committee Performance on Improving the Quality of Learning Islamic Education," *International Journal of Contemporary Islamic Education* 2, no. 2 (2020): 71–90, <https://doi.org/10.24239/ijcied.vol2.iss2.21>.

¹⁵ Asep Kurniawan, "Is The Performance of Islamic Religious Education Teachers at Islamic Senior High School Influenced by The Managerial Leadership of School Principals and Compensation ?" 1, no. 1 (2023): 16–33.

Fourth, the Findings of the study also reflect the positive contribution of teachers to the development of Islamic education as a whole. This contribution is not only limited to the realm of formal education in this institution, but also involves creating an impact that can be felt in the wider community. The teachers at Pondok Daarul Amien Gontor 10 are recognized as agents of change who play a strategic role in producing the next generation of Muslims who have a deep understanding of religious teachings and morality. This discussion underlined that the Findings of the study not only create a static picture of the educational situation in Pondok Daarul Amien Gontor 10, but also stimulate further questions about how similar institutions can utilize these findings to improve the quality of Islamic education. These findings provide a solid basis for discussion of the role and contribution of teachers in creating holistic and impactful Islamic education at local and national levels.

The Role of the Master's Spiritual Mentor

The Findings sharply highlight the critical dimension of the role of teachers in Pondok Daarul Amien Gontor 10, which turns out to be beyond the traditional limitations of subject matter delivery. The teachers in this institution not only function as academic educators, but also incarnate into spiritual Mentor who have a central role in guiding and shaping learners. Their success as spiritual mentors is the main foundation for the formation of character, morality, and spirituality of students in Islamic boarding schools.¹⁶

The spiritual Mentor role of teachers in Pondok Daarul Amien Gontor 10 proved to be the main pillar in shaping the Islamic personality of students. They not only convey religious concepts, but also become guides who guide learners on their journey towards a deeper understanding of Islamic teachings. These teachers play a key role as spiritual guides who assist learners in responding to the moral and spiritual challenges of the modern world.

This spiritual role of Mentor involves a deep concern for the lives of learners outside the classroom. Teachers at Pondok Daarul Amien Gontor 10 are dedicated to understanding the individual problems and needs of learners holistically, creating emotional and spiritual bonds that strengthen the character-building process. They are not only conveyors of religious teachings, but friends and role models who inspire students to apply Islamic values in everyday life.

Thus, the role of Mentor spiritual teachers in Pondok Daarul Amien Gontor 10 not only plays a secondary role in education, but becomes the core of the holistic approach of this institution. Their success as spiritual guides is not only reflected in the academic understanding of students, but also in the formation of superior character that characterizes Islamic people with noble morals.

Integrating Islamic Values in Daily Life

The analysis of teacher performance at Pondok Daarul Amien Gontor 10 illustrates their outstanding achievements in creating a learning environment that not only focuses on the academic dimension, but also effectively incorporates Islamic ethical, morality, and spiritual values in every educational interaction. The teachers in this

¹⁶ Juryatina Juryatina and Amrin Amrin, "Students' Interest in Arabic Language Learning: The Roles of Teacher," *Journal of Educational Management and Instruction (JEMIN)* 1, no. 1 (2021): 40–49, <https://doi.org/10.22515/jemin.v1i1.3459>.

institution succeeded in making Islam not only a subject in the formal curriculum, but also as a philosophical basis that permeates the daily lives of students.¹⁷

The successful integration of Islamic values in the formal curriculum creates a holistic learning experience. Learners not only understand religious teachings theoretically, but also apply them in daily actions. This creates an atmosphere where Islamic learning not only takes place within the classroom, but also becomes an indispensable part of everyday life, encompassing every aspect of learners' activities.

Teachers at Pondok Daarul Amien Gontor 10 not only focus on formal teaching, but also play an active role in guiding students to understand and apply Islamic teachings in all aspects of life. They become role models that show how Islamic ethical and moral values can be applied in real situations. This integration has a much broader impact, creating positive side effects that manifest in the behavior and attitudes of learners outside the school environment. In addition, the success of these teachers in integrating Islamic teachings in the formal curriculum and the daily lives of students reflects their commitment to the formation of individuals who are of good character and based on religious values. By utilizing everyday moments as an opportunity to perceive and apply the teachings of Islam, Pondok Daarul Amien Gontor 10 creates a strong foundation for students to become agents of positive change in society.

In other words, this analysis of teachers' performance goes beyond mere academic achievement and highlights how they managed to create a learning environment permeated with Islamic values. The success of these teachers in integrating Islamic teachings into all aspects of education provides clear evidence that this institution not only teaches religion, but also encourages learners to internalize Islamic ethical, morality, and spiritual values in every step of their lives.

Holistic Approach in Islamic Education

This research revealed that Pondok Daarul Amien Gontor 10 has a holistic Islamic education approach, where the role of teachers is not only limited to the transfer of academic knowledge, but also emphasizes the development of character, morality, and spirituality of learners. The teachers in this institution diligently shape education that includes spiritual, moral, and academic aspects, creating a learning environment that involves all aspects of students' lives.¹⁸

The success of teachers in applying a holistic approach is seen in their focus on character development. They not only guide learners in understanding religious concepts, but also pay special attention to the application of these values in daily actions. Thus, education at Pondok Daarul Amien Gontor 10 is not only about what is learned, but also how Islamic values are implemented in the behavior of learners.

The importance of moral development and spirituality is seen in teachers' approach to creating a learning atmosphere that pervades everyday life. They ensure that teaching not only takes place within the classroom, but is also integrated in every aspect of learners' lives. Thus, Islamic ethical, morality, and spiritual values become an integral part of learners' daily experience, enabling them to internalize Islamic teachings in their every action.

¹⁷ Hidayah Rochandhito and Nurul Latifatul Inayati, "The Role of Islamic Religious Education Learning Evaluation (Study at SMP 2 Colomadu Karanganyar City)" 9, no. 20 (2023): 128–34.

¹⁸ Aswad Abdullah, "Islamic Boarding School: Institution Of Character Education," *Sustainability (Switzerland)* 14, no. 2 (2020): 1–4.

This holistic approach creates an atmosphere in which Islamic education is not understood as a separate activity, but rather as an inseparable part of the daily lives of learners. The teachers at Pondok Daarul Amien Gontor 10 succeeded in creating a learning climate that permeates religious values into every interaction, turning the Islamic boarding school into a real laboratory where students can permeate and apply Islamic teachings in every aspect of their lives. Thus, the Findings of this study reinforce that the holistic approach applied in Pondok Daarul Amien Gontor 10 not only produces academically knowledgeable learners, but also forms individuals who have superior character, high morality, and strong Islamic spirituality.¹⁹

Comprehensive Performance Evaluation

The Findings of the study provide a clear picture that the evaluation of teacher performance at Pondok Daarul Amien Gontor 10 goes far beyond the assessment of academic aspects alone. The findings highlight the institution's commitment to evaluating teachers in broader dimensions, including non-academic aspects such as ethics, morality, and spiritual development. This approach reflects the policy set to produce graduates who are not only intellectually intelligent, but also have noble morals.

Teacher performance evaluation covering non-academic aspects confirms that Pondok Daarul Amien Gontor 10 considers it important to form students as a whole. Teachers are judged not only on their ability to deliver the subject matter, but also on their ability to guide and shape the character of students. With a focus on ethics, morality, and spiritual development, this evaluation ensures that teachers in these institutions play a key role in shaping the personalities and values of learners.

This comprehensive approach to teacher performance evaluation is in line with the institution's vision to create graduates who not only excel academically, but also have high moral integrity. Teachers at Pondok Daarul Amien Gontor 10 are expected not only to be intellectual menOR, but also to be moral role models who can inspire students to develop ethical values and morality in everyday life. In the context of Islamic education, evaluations that include non-academic aspects also reinforce the institution's goal to produce individuals who have solid spiritual development. Teachers at Pondok Daarul Amien Gontor 10 are expected to be able to guide learners on their spiritual development journey, ensuring that this aspect is also a serious concern in their performance evaluation.

Thus, the Findings show that this institution appreciates and assesses the contribution of teachers in shaping students as a whole. This evaluation that covers non-academic aspects is not only an indicator of teacher success in delivering subject matter, but also in shaping the character, morality, and spiritual development of students at Pondok Daarul Amien Gontor 10.

Contribution to the Development of Islamic Education

The Findings of the research revealed highlight the significant positive contribution of teachers at Pondok Daarul Amien Gontor 10 in shaping the next generation of Muslims who have a deep understanding of religious teachings and morality. On a broader level, these findings raise the role of this educational institution

¹⁹ Muhammad Azhar et al., "The Evaluation Of Leadership Role In Improving The Quality Of Education At Al Fida Qur'an Islamic Boarding School Muhammad," 2002.

as a model of success in making a positive impact in the development of Islamic education in Indonesia.

Pondok Daarul Amien Gontor 10 has succeeded in creating an educational ecosystem that is able to go beyond just knowledge transfer. The teachers in this institution, with their dedication and commitment, not only convey religious teachings formally, but also ensure that learners understand, internalize, and apply those religious values and morality in daily life. Thus, the institution is able to produce graduates who are not only academically educated, but also equipped with a strong moral and spiritual foundation.

In this context, the positive contribution of Pondok Daarul Amien Gontor 10 is not only felt at the local level but creates a wider impact in the development of Islamic education in Indonesia. The success of teachers in these institutions not only benefits individual learners, but also creates a domino effect that has the potential to form a more value- and morally conscious society. Through a holistic approach in Islamic education, Pondok Daarul Amien Gontor 10 is a major contributor in producing the next generation of Muslims who are not only intellectually intelligent, but also morally responsible and have a deep understanding of religious teachings.

Thus, these findings not only provide insight into the performance of teachers and education in Pondok Daarul Amien Gontor 10, but also position the institution as an agent of positive change in the development of Islamic education in Indonesia. Improving the quality of graduates who have a strong religious and moral foundation is expected to have a positive impact on the development of society and enrich religious insights at the national level.

Implications for Further Development

The discussion of the Findings of this research not only presents relevant findings, but also opens the door to explore positive implications for further development in Islamic education in Pondok Daarul Amien Gontor 10 and in similar institutions. These findings are not only enlightening, but also a source of inspiration to improve the quality of Islamic education at the local and national levels.²⁰

First of all, these findings can be the basis for policy improvements in Pondok Daarul Amien Gontor 10. Involving policy makers in the use of research Findings will help them identify areas that require improvement or adjustment in the framework of Islamic education policy in this institution. Policy improvements informed by research findings can help create an educational environment that is more effective and responsive to the needs of learners.

Furthermore, these findings can be used as a basis for better curriculum development in Pondok Daarul Amien Gontor 10. A deep understanding of the teacher's contribution in shaping the character and morality of learners can be the foundation for enriching the curriculum with a more holistic approach. The integration of religious values and morality into all subjects can increase the relevance and effectiveness of teaching, creating graduates who are not only academically intelligent, but also of noble character.

Furthermore, these findings can also inspire the strengthening of the role of teachers in Islamic education in Pondok Daarul Amien Gontor 10. Through the

²⁰ Ruth Castillo, "Teacher Performance and Student Character in Islamic Schools: Case of History Learning in Spain's Pandemic Time" 8, no. 2 (2023).

development of contextual training and professional development programs, teachers can be empowered to continuously improve their skills in guiding and shaping the character of students. Increasing the role of teachers as spiritual mentor and moral shaper can have a long-term impact in shaping a better next generation.

By integrating these findings into educational practice, Pondok Daarul Amien Gontor 10 can lead a positive change in Islamic education in Indonesia. Moreover, the Findings of this study can be a role model for similar Islamic educational institutions to adopt best practices in providing holistic and value-oriented education. Thus, these findings are not only academic contributions, but also tangible instruments to improve the quality of Islamic education at the local and national levels.

Relevance and Generalization of Findings

The discussion of the relevance of the findings of this research to the wider context of Islamic education in Indonesia creates space to understand the impact and potential contribution that Pondok Daarul Amien Gontor 10 can make to the Islamic education system nationally. Although the study focused on a single institution, the findings have significant relevance and can be generalized to discuss challenges and opportunities in Islamic education in various institutions in Indonesia.

First, findings on a holistic approach in Islamic education at Pondok Daarul Amien Gontor 10 provide valuable insights into the development potential of Islamic education involving spiritual, moral, and academic aspects in similar institutions. By adopting the best practices found in Pondok Daarul Amien Gontor 10, other Islamic educational institutions can design more holistic curricula and learning strategies to produce graduates who are spiritually and intellectually comprehensive.

Second, findings highlighting the role of teachers as spiritual Mentor have positive implications for the development of Islamic education in Indonesia. Strengthening the role of teachers as spiritual guides can be used as a reference for Islamic educational institutions to increase the role of teachers in shaping the character and morality of students. This can trigger a concerted effort to get greater attention to the spiritual and moral formation of learners in all Islamic educational institutions in Indonesia.

Furthermore, findings regarding teacher performance evaluation that cover non-academic aspects, such as ethics, morality, and spiritual development, offer a holistic evaluation model that can be applied in similar institutions. Involving these aspects in teacher performance evaluations can provide a more holistic view of teachers' contributions in shaping the character of learners. By applying a similar evaluation approach, other Islamic educational institutions can ensure that teacher performance evaluations do not only focus on academic achievement, but also include moral and spiritual dimensions. By embracing and applying these findings widely, Islamic educational institutions in Indonesia can jointly create positive change in Islamic education. Through collaboration and exchange of experiences between institutions, the potential to develop a more holistic and value-oriented model of Islamic education can be realized. Thus, the findings of this research become a valuable contribution in efforts to improve the quality of Islamic education in Indonesia as a whole.

4. Conclusion and Suggestions

Research on Educational Empowerment Through Technological Integration: A Pathway to Enhancing Learning Outcomes in Islamic Studies provides a comprehensive understanding of how teachers shape learners holistically. At this institution, teachers not only impart academic knowledge but also serve as spiritual mentors, guiding students in their journey to acquire religious knowledge and develop Islamic character. The findings underscore the success of teachers in creating a holistic learning environment where Islamic ethical values, morality, and spirituality are seamlessly integrated into both the formal curriculum and the daily lives of learners. The teacher performance evaluation approach at Pondok Daarul Amien Gontor 10 encompasses both academic and non-academic dimensions, offering a comprehensive view of teachers' contributions to student development. This evaluation not only considers academic achievement but also assesses how effectively teachers foster character, morality, and spiritual growth in their students. Teachers at this institution are pivotal in designing an educational environment that produces individuals who are not only knowledgeable but also possess good morals.

These findings have significant implications for the development of Islamic education in Indonesia. Pondok Daarul Amien Gontor 10 can serve as an inspiring model for other institutions seeking to implement a holistic approach to achieving the goals of Islamic education. The positive impact of teachers in shaping students into individuals of noble character and knowledge provides a solid foundation for enhancing the quality of religious education across the country. By integrating the roles of spiritual mentors, creating holistic learning environments, and adopting a comprehensive approach to teacher performance evaluation, Pondok Daarul Amien Gontor 10 demonstrates how Islamic educational institutions can act as agents of change. These institutions can shape a generation that excels academically while maintaining strong moral integrity and spirituality. The conclusion of this study synthesizes key insights and offers actionable recommendations for practice and future research, thereby enhancing its impact. It provides a robust foundation for similar institutions to develop relevant strategies and approaches to achieve the broader goals of Islamic education in Indonesia.

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