

The impact of Islamic educational management on teachers' professional performance through Islamic teaching competence

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ABSTRACT

Purpose – This study examines the influence of Islamic education management on teacher professional performance, with Islamic teaching competency serving as a mediating variable.

Method – The study involved 295 madrasah teachers in Indonesia selected through accidental sampling from three provinces: DKI Jakarta, Banten, and West Java. Data was collected using a Likert-scale questionnaire and analyzed through descriptive statistics, correlation analysis, and Partial Least Squares Structural Equation Modeling (PLS-SEM).

Findings – The results revealed that Islamic education management significantly influenced Islamic teaching competency ($\beta = 0.542$, $t = 11.766$, $p < 0.001$, $f^2 = 0.417$) and teacher professional performance ($\beta = 0.285$, $t = 4.564$, $p < 0.001$, $f^2 = 0.080$). Islamic teaching competency also had a significant positive effect on teacher professional performance ($\beta = 0.385$, $t = 6.319$, $p < 0.001$, $f^2 = 0.160$). Furthermore, Islamic teaching competency significantly mediated the relationship between Islamic education management and teacher professional performance ($\beta = 0.209$, $t = 7.771$, $p < 0.001$), indicating that effective Islamic education management enhances teacher performance both directly and indirectly through the development of teaching competency. This study contributes to the literature on Islamic educational management by providing empirical evidence of the mediating role of Islamic teaching competency in strengthening the relationship between Islamic education management and teacher professional performance. The findings offer practical implications for improving teacher quality and institutional effectiveness in madrasah education.

Keywords: educational management, Islam, professional performance, teaching competence, teachers.

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INTRODUCTION

Islamic education management is a strategic instrument in transforming the governance of educational institutions to be in line with the goals of *tarbiyah Islamiyah*, which not only includes the functions of planning, organizing, implementing, and supervising, but also integrating Islamic leadership values, sharia-based accountability, and the development of a sustainable quality culture (Nurjanah & Hermawan, 2025; Udhma & Minarti, 2025; Zahiri & Sahal, 2025). Thus, it combines management functions with Islamic values, sharia, and a culture of sustainable quality, which can be applied to planning, implementation, organization, assessment, effective governance, quality assurance, and the development of cultural-Islamic character. Empirically, the effectiveness of Islamic education management significantly improves teachers' professional performance

(Ritonga, 2025; Khofi et al., 2025; Dewi & Supeno, 2025). However, various studies also reveal a gap between the ideals of the Islamic management system and its implementation, among others characterized by weak academic supervision, inconsistent performance evaluation, and limited integration of managerial policies with classroom learning practices (Posangi et al., 2025; Murniati et al., 2025). This condition indicates that Islamic education management has not fully functioned as an effective lever for improving educators' professional performance, so a deeper understanding of the mechanisms that mediate this influence is needed.

One of the key mechanisms suspected to mediate is Islamic teaching competence, a multidimensional construct encompassing pedagogical, professional, social, and personality competencies imbued with Islamic spiritual values (Abdullah et al., 2025; Nastiti et al., 2025). Strengthening Islamic teaching competencies through continuous professional development programs, such as digital-based training and clinical supervision, has been shown to significantly improve classroom management quality and learning effectiveness (Aliyah et al., 2025; Zaqiah et al., 2024). However, the relationship between Islamic teaching competencies and professional performance is not always linear, as the improvement of competencies is not automatically proportional to professionalism if it is not supported by a strong institutional management system, a culture of systematic evaluation, and clear career development policies (Hasbi et al., 2025; Sari et al., 2025). This indicates that Islamic teaching competencies have the potential to serve as a bridge, explaining how Islamic education management affects teachers' professional performance, where strong management will facilitate competency development and create conditions that allow these competencies to be translated into real performance (Nurhasanah et al., 2025; Dewi & Supeno, 2025).

The results of previous research in general are still partial, such as testing the influence of management on teacher performance (Raihan & Pramono, 2025; Hasbi et al., 2025), the effect of competence on professionalism (Pu'ad et al., 2025; Nastiti et al., 2025; Nofianti & Raharja, 2025), or strengthening Islamic human resource management (Aziz & Marlina, 2025; Lithuania, 2025). However, studies that explicitly model Islamic education management as an exogenous variable that affects professional performance through the mediation of Islamic teaching competencies within an integrated causal framework are still very limited. The inconsistency in empirical findings on the strength of the relationship between competence and professionalism further underscores a research gap that warrants clarification (Ramdhan et al., 2025; Meinura, 2025). More fundamentally, significant theoretical gaps were found regarding the direction of the relationship between Islamic education management and Islamic teaching competence. Several studies have positioned teaching competence as an antecedent affecting educational management, in which improving teacher competence encourages improvements in the managerial system at the institutional level (Triansyah et al., 2023; Wijnen et al., 2023; Martín-Hernández et al., 2021; Caena & Redecker, 2019). These findings contradict the theoretical framework underlying this research, which conceptualizes Islamic education management as an exogenous variable influencing the development of Islamic teaching competencies

through systematic policies, training programs, and supervision systems. This mismatch indicates a theoretical gap that warrants further empirical verification, especially in the context of Islamic education, where institutional management plays a strategic role in shaping educators' professional capacity. Given this urgency, this study explores the influence of Islamic education management on professional performance through Islamic teaching competence.

In the context of education, professional performance is a multifaceted concept that encompasses the integration of substantive competencies and work behaviors that comply with established standards, as well as quantifiable outputs such as productivity and quality (Ismail et al., 2025; Sulaiman & Ismail, 2020). Widodo et al. (2024) define it as a work achievement based on skills, experience, and time dedication in carrying out teaching duties, including classroom learning activities, self-development, contributions to institutional progress, and the implementation of administrative tasks. The quality of this performance is influenced by internal factors such as emotional intelligence and psychological capital (Bastian & Widodo, 2024), as well as the ability to manage knowledge, which contributes to improving the quality of teaching (Damanik & Widodo, 2025). The manifestation of professional performance is also evident in proactive work behavior facilitated by empowering leadership (Setiadi & Widodo, 2024), thereby integrating measurable work results and competency mastery that synergistically contribute to improving teacher creativity and students' quality of life (Huang et al., 2023). Referring to Makovec (2018) and Widodo et al. (2024), teacher professionalism is represented through three main components: first, the subject substance component which includes mastery of teaching materials, research, assessment, and renewal of scientific insights; second, the didactic-methodological component, namely the ability to design and implement learning with diverse techniques and consider the characteristics of students and classroom dynamics; and third, the pedagogical-relational component which includes the role of teachers as supervisors who are sensitive to student problems, able to solve educational problems inside and outside the classroom, and act by upholding dignity, morals, firmness, and consistency. These three indicators lay a foundation for holistic professional performance, the quality of which is determined by teachers' internal competence and a supportive institutional management system (Abdullah et al., 2025; Posangi et al., 2025).

The professional performance of teachers is influenced by Islamic education management, namely the management processes within educational institutions, including planning, organizing, implementing, and supervising the use of educational resources to achieve goals aligned with Islamic values (Nurhasanah et al., 2025; Nurjanah & Hermawan, 2025). This management aims to integrate Islamic values into all aspects of school management, including curriculum, educator and education staff development, and relationships with the community and stakeholders, to create an academically superior learning environment while shaping the character and spirituality of students (Aziz & Marlina, 2025; Musah, 2024; Zahiri & Sahal, 2025). Islamic education management indicators include strategic planning, program implementation, resource organization,

continuous evaluation, effective governance, quality assurance, and the development of religious and cultural character in educational institutions (Susanto et al., 2022). In practice, this management is realized through the preparation of clear and measurable work programs, transparent and fair division of tasks, and sustainable quality-based evaluation to improve the competitiveness of institutions (Robita et al., 2025; Khofi et al., 2025), with strategic planning indicators aligned with Islamic values, effective and efficient resource organization, implementation of Islamic and innovative educational activities, and accountable and transparent supervision and evaluation (Murniati et al., 2025; Udhma & Minarti, 2025). This management, if in good condition, can serve as a foundation for improving professionalism and teacher performance. Empirically, several studies confirm a significant relationship between Islamic education management and professional performance in the context of education (Astuti et al., 2024; Winarsih, 2024; Siregar et al., 2025). Raihan and Pramono (2025) and Ramdhan et al. (2025) also demonstrate that the implementation of structured and systematic management based on Islamic values is positively correlated with improving teacher performance, because the principles of deliberation in decision-making, fairness in assigning tasks and awards, and trust in resource management directly create a conducive work climate and motivate teachers to work professionally (Nurhasanah et al., 2025). Good management ensures that teachers receive ongoing coaching in a planned manner, have access to adequate learning resources, and benefit from a fair and transparent reward system, all of which contribute significantly to improved performance (Abdullah et al., 2025).

In addition, teachers' professional performance is influenced by Islamic teaching competence, a multidimensional construct that integrates educators' knowledge, skills, and attitudes to carry out teaching tasks effectively, efficiently, and professionally in line with Islamic values. Meinura (2025) defines it as an integral combination of pedagogic, professional, personality, and social competencies imbued with Islamic spirituality. In this context, teachers' role as role models (*uswatun hasanah*) must be reflected in their daily behavior (Nastiti et al., 2025). Pu'ad et al. (2025) also emphasized that the development of this competency is sustainable and is a crucial factor in improving the performance of madrasah teachers. In the current context, this competency also includes the ability to creatively integrate technology in Islamic learning (Aliyah et al., 2025; Astuti et al., 2024). According to Gameil and Al-Abdullatif (2023), cutting-edge platforms like virtual classrooms and e-learning modules, which make it easier to incorporate interactive content and real-time feedback, serve as precursors to teaching competencies, which in turn affect students' academic performance, engagement, and achievement (Song et al., 2025; McGee et al., 2024; Uzorka & Odebiyi, 2025). Indicators of Islamic teaching competence include mastery of contextual teaching material content, pedagogical competence in designing innovative learning according to Islamic pedagogic principles, creation of a conducive learning environment, implementation of authentic assessments, mastery of diverse teaching methods, ability to motivate students, and effective use of educational resources and technology, all of which are strengthened by mature personality and noble morals as well as communication and collaboration skills effective (Sodikin et al.,

2024; Khoiri et al., 2024; Rahmawati & Astutik, 2025; Sahrudin, 2025; Dewi & Supeno, 2025). This competence has been empirically shown to be a significant predictor of professional performance. Ramdhan et al. (2025) and Zaqiah et al. (2024) confirm that improving teacher competence, particularly in pedagogical and professional aspects, has a direct and positive impact on performance quality. Teachers who are competent and able to dynamically manage the classroom and create effective learning contribute to improving the quality of education (Nofianti & Raharja, 2025). Siregar et al. (2025), in their research on integrated Islamic schools, found that strengthening teacher professionalism depends on sustainable, systemic competency development programs, suggesting that competence is the foundation of teacher professionalism.

Empirically, Islamic teaching competence, in addition to influencing scholars' professional performance, is also influenced by Islamic educational management. The Winarsih study (2024) shows that teacher performance management in Islamic schools, when properly and systematically managed, can improve teachers' capabilities and competencies. Carefully designed professional development programs, such as regular training, learning method workshops, and ongoing clinical supervision, managed within the framework of professional Islamic education management, directly have a positive impact on improving teacher competence (Astuti et al., 2024; Ratnawati et al., 2025; Sahrudin, 2025; Lithuania, 2025). Aliyah et al. (2025) also demonstrated that the development of digital-based training (in-house training) managed with good management and structured can significantly improve the pedagogic and professional competence of Islamic religious education teachers. Effective management ensures that the real needs for improving each teacher's competence are well identified and met through planned, measurable, and sustainable development programs (Dewi & Supeno, 2025). This proves that the quality of institutional management determines the quality of teachers' competence.

In these circumstances, the causal relationship between Islamic education management and teachers' professional performance can be mediated by Islamic teaching competence. Several previous research results have also shown the significant influence of Islamic education management on Islamic teaching competencies (Astuti et al., 2024; Nurhasanah et al., 2025; Ratnawati et al., 2025; Sahrudin, 2025; Rahmawati & Astutik, 2025); while other studies report that Islamic teaching competence has an effect on professional performance (Zaqiah et al., 2024; Ramdhan et al., 2025; Nastiti et al., 2025; Posangi, 2024; Nofianti & Raharja, 2025). The empirical evidence strengthens the position of Islamic teaching competence as a mediator that specifically bridges the indirect influence of Islamic education management on teachers' professional performance. This situation can be elucidated by the fact that effective implementation of Islamic education management in schools enhances teachers' Islamic teaching ability, therefore improving their professional performance. However, to date, it remains difficult to find studies that specifically examine mediation, so further exploration is needed. In light of this urgency, the hypothesis can be articulated as follows:

H1: Islamic education management affects professional performance.

H2: Islamic teaching competency affects professional performance.

H3: Islamic education management affects Islamic teaching competence.

H4: Islamic education management affects professional performance via Islamic teaching competency.

METHOD

This research employs a survey-based, quantitative method. Using carefully selected samples, this approach focuses on studying both large and small populations to ascertain the relative frequencies, distributions, and relationships among variables (Widodo, 2021). In this study, Islamic educational management is the exogenous (independent) variable, while Islamic teaching competence and professional performance are the endogenous (dependent) variables.

A total of 295 madrasah teachers from three Indonesian provinces—DKI Jakarta, Banten, and West Java—participated in this study. Selection was conducted using accidental sampling, contingent upon respondents' willingness to complete the study questionnaires (Widodo, 2021). Nonetheless, their distribution is rather uniform across different educational levels. For instance, they teach at MI (27%), MTs (37%), and MA (36%). The majority of students are permanent educators (66%) and primarily female (73%), with the primary age group being 26-35 years (34%), categorized as the productive age. Their educational attainment is predominantly Bachelor of Science (86%), and a significant majority are married (68%). The groups with less than 5 years of teaching experience (34%) and more than 15 years (28%) constituted the highest proportions.

Research data were gathered using a Likert-scale questionnaire with five response options: strongly disagree, disagree, hesitate/disagree, agree, and strongly agree. The researcher created the questionnaire himself using expert indicators as a guide. Google Forms is used to create the survey, which is then sent by WhatsApp and email. Planning, execution, organization, assessment, efficient governance, quality control, and the growth of cultural-religious character are all markers of Islamic educational management (Susanto et al., 2022). Islamic teaching competence consists of indications: understanding of contextual teaching material content, pedagogical designing innovative learning in Islamic principles, creation of a conducive learning environment, Implementation of authentic assessment, mastery of various teaching methods, ability to motivate students, and effective utilization of educational resources and technology (Khoiri et al., 2024; Sodikin et al., 2024). Finally, indicators of professional performance include educational, didactic, and pedagogic. The Islamic educational management variable consists of 14 items, with a correlation coefficient (CC) ranging from 0.473 to 0.876 and Cronbach's alpha (CA) of 0.910. Islamic teaching competence comprises 14 items, with CC ranging from 0.478 to 0.832 and CA of 0.901. Finally, professional performance consists of 9 items, with a CC ranging from 0.463 to 0.799 and CA = 0.820. All items have CC > 0.361 and CA > 0.7, indicating that all questionnaires are valid and reliable (Widodo, 2021).

The structural equation modelling using partial least squares (SEM-PLS) approach in data processing is improved by descriptive and correlational statistical analysis. While descriptive and correlational investigations clarify conditions and relationships among variables, SEM-PLS analysis is used to assess hypotheses and assess model appropriateness. While SPSS version 27 is employed for descriptive and correlational analysis, SmartPLS 4.0 is utilised for SEM-PLS.

RESULT AND DISCUSSION

The Islamic educational management variable has a mean of 59.956 and a standard deviation of 5.808, according to the descriptive statistics in Table 1. A skewness value of 0.415 indicates a slight right skew, while a kurtosis value of -1.027 indicates a flatter distribution than the normal distribution (platykurtic). Additionally, the Islamic teaching competence variable has a standard deviation of 6.270 and a mean of 61.376. A more symmetrical distribution is indicated by a skewness of -0.076, whilst a flatter distribution than the normal distribution is indicated by a kurtosis of -0.871. Lastly, the professional performance variable has a standard deviation of 4.747 and a mean of 36.892. A skewness score of -0.042 indicates a distribution that is nearly symmetric, while a kurtosis of -0.321 indicates a distribution that is nearly normal. The correlation analysis's findings then demonstrated a favorable association between professional performance, Islamic teaching competence, and Islamic educational management ($r = 0.563$; 0.521). Likewise, Islamic teaching competence is positively related to professional performance ($r = 0.500$). Overall, the positive correlations among variables provide preliminary support for the proposed research model and indicate the absence of multicollinearity concerns ($r < 0.08$).

Table 1.

Descriptive, Skewness, Kurtosis, and correlation analysis results

	Mean	SD	Skewness	Kurtosis	1	2	3
Islamic educational management	59.956	5.808	0.415	-1.027	1		
Islamic teaching competence	61.376	6.270	-0.076	-0.871	0.563**	1	
Professional performance	36.892	4.747	-0.042	-0.321	0.521**	0.500**	1

** $p < 0.01$

An outer-model measurement assessment is used to analyze the validity and reliability of the indicators. Convergent validity in the measurement model with indicators is demonstrated by the correlation between the construct and the indicator's score. Generally speaking, the Average Variance Extracted (AVE) value should be higher than 0.5, and the loading factor, Cronbach Alpha (CA), and Composite Reliability (RA) values should be better than 0.7 (Hair et al., 2022). Overall, all variables met the requirements for convergent validity, as indicated in Table 2, with loading factor values > 0.7 (0.720-0.891), CA (0.841-0.943), and CR (0.844-0.947) > 0.7 , and AVE (0.614-0.759) > 0.5 . It suggests that every latent variable in the estimation model satisfies the convergent validity requirements (Hair et al., 2022; Widodo et al., 2025).

Table 2.
Result of the measurement model

Variables	Indicators	Factor Loading	CA	CR	AVE
Islamic educational management	1. Planning	0.778	0.894	0.896	0.614
	2. Implementation	0.795			
	3. Organizing	0.822			
	4. Evaluation	0.788			
	5. Effective governance	0.840			
	6. Quality assurance	0.720			
	7. Development of cultural-religious character	0.733			
Islamic teaching competence	1. Mastery of contextual teaching material content	0.833	0.943	0.947	0.746
	2. Pedagogical designing innovative learning in Islamic principles	0.889			
	3. Creation of a conducive learning environment	0.853			
	4. Implementation of authentic assessment	0.889			
	5. Mastery of various teaching methods	0.884			
	6. Ability to motivate students	0.875			
	7. Effective utilization of educational resources and technology	0.821			
Professional performance	1. Subject	0.833	0.841	0.844	0.759
	2. Didactics	0.891			
	3. Pedagogies	0.890			

This study assessed discriminatory validity employing the Fornell-Larcker and Heterotrait-Monotrait Ratio (HTMT) criteria. The study revealed that the diagonal values for the constructs of Islamic educational management, Islamic teaching competency, and professional performance were 0.783, 0.864, and 0.871, respectively. This number exceeds the correlations among other constructs, indicating that each construct has a robust capacity to differentiate itself from the others in the research model. [Hair Jr. et al. \(2022\)](#) proposed an HTMT threshold of 0.90 for the HTMT test to ensure the empirical distinction of the two concepts. Each HTMT score is less than 0.9, according to the test results. This data further supports the results of the Fornell-Larcker test. Strong evidence against significant multicollinearity among latent constructs is provided by HTMT scores below 0.90, indicating that each construct is a distinct and independent measurement entity.

Table 3.

HTMT and Fornell-Larcker test results

Variables	1	2	3
Islamic educational management	0.783	0.584*	0.568*
Islamic teaching competence	0.542	0.864	0.602*
Professional performance	0.494	0.539	0.871

* HTMT

This study included an assessment of common method bias (CMB) because some researchers believe that cross-sectional survey research utilizing self-report questionnaires, such as the one used in this study, may result in CMB. The discrepancy between the genuine correlation and the perceived relationship, driven by common-method variance, leads to errors in CMB measurement (Bastian & Widodo, 2024). Kock (2021) stated that if Herman's single-factor calculation falls below the 0.5 tolerance threshold, the research data are unbiased. The CMB value recorded in this study is less than 0.5, and the research data are unbiased.

This inquiry employed the chi-square test, the normal fit index (NFI), and the standardized root mean square residual (SRMR) as the three fit indices to assess the model's adequacy. The criteria for Chi-square values are more than 0.9 ($\text{Chi}^2 > 0.9$), SRMR ≤ 0.08 , and NFI range from 0 – 1. If it is close to 1, it indicates a good fit (Hair et al., 2022). The results of the fit model test showed a Chi-square value of 489,154 (> 0.9), an SRMR value of 0.055 (< 0.08), and an NFI value of 0.867 (close to 1). Thus, the theoretical model hypothesized in this study fits the empirical model derived from the data.

The results of hypothesis testing using SEM-PLS analysis are presented in Table 4. The path coefficient (β), t-value (t-v), and p-value (p-v) are the basis for decision-making. A hypothesis is declared acceptable if the t-value > 1.96 and the p-value < 0.05 . Based on these criteria, in general, all hypotheses, H₁-H₄, are accepted. This indicates that, with a path coefficient of 0.285, a t-value of 4.564, and a p-value of 0.000, Islamic educational management has a favorable and substantial impact on professional performance (H₁). This indicates that the better the implementation of Islamic education management in school (educational) organizations, the higher the level of professional performance achieved. The effect size (f^2) is 0.088, indicating that Islamic education management explains improvements in professional performance only to a small to moderate extent. Furthermore, a Q² value of 0.233 indicates strong predictive relevance, and an R² value of 0.348 indicates that the model explains 34.8% of the variation in professional performance.

Additionally, professional performance was found to be positively and significantly impacted by Islamic teaching competency, with a path coefficient of 0.385, a t-value of -6.319, and a p-value of 0.000 (H₂). The f^2 value of 0.160 indicates that the influence of teaching competence grounded in Islamic values on professional performance falls in the medium range. These findings show that Islamic teaching competence is an important factor for improving the quality of teachers' professional performance.

Then, with a path coefficient of 0.542, a t-value of 11.766, and a p-value of 0.000, Islamic educational management has a positive and substantial impact on Islamic teaching competence (H₃). With an effect size (f^2) of 0.417, Islamic educational management variables have a significant impact. This indicates that the development of teaching skills based on Islamic principles is greatly aided by Islamic education administration. Furthermore, a Q^2 value of 0.285 suggests that the model has strong predictive power, while an R^2 value of 0.294 shows that Islamic educational management accounts for 29.4% of the variation in Islamic teaching competence.

The analysis's results show that Islamic educational management has a considerable impact on professional performance through Islamic teaching competency, with a path coefficient of 0.209, a t-value of 5.771, and a p-value of 0.000 (H₄). These findings show that Islamic teaching competence serves as a mediating variable, bridging the causal relationship between Islamic education management and teachers' professional performance. The study's findings indicate that the implementation of effective Islamic education management promotes teachers' professional performance, both directly and indirectly, through Islamic teaching competency.

Table 4.

Hypothesis test results

Hypothesis	β	t-v	p-v	Decision	f^2	R^2	Q^2
H ₁ : The effect of Islamic educational management on professional performance	0.285	4.564	0.000	Supported	0.088	0.348	0.233
H ₂ : The effect of Islamic teaching competence on professional performance	0.385	6.319	0.000	Supported	0.160		
H ₃ : The effect of Islamic educational management on Islamic teaching competence	0.542	11.766	0.000	Supported	0.417	0.294	0.285
H ₄ : The effect of Islamic educational management on professional performance through Islamic teaching competence	0.209	5.771	0.000	Supported			

** $p < 0.01$

DISCUSSION

Overall, the results of this study show the vital role of Islamic teaching competence in mediating the influence of Islamic educational management on teachers' professional performance. In detail, Islamic educational management has been shown to significantly affect teachers' professional performance. The positive result suggests that improving Islamic educational management can enhance teachers' professional performance. Accordingly, school administration has a strategic interest in sustainably enhancing Islamic educational management to contribute more significantly to teachers' professional performance, as it is a critical antecedent of that performance. These findings are in line

with and affirm previous studies that prove the significant influence of Islamic education management on teachers' professional performance (e.g., [Siregar et al., 2025](#); [Raihan & Pramono, 2025](#); [Ramdhan et al., 2025](#)), and at the same time negate other conflicting studies (e.g., [Triansyah et al., 2023](#); [Wijnen et al., 2023](#)).

Furthermore, this study shows how Islamic teaching competency significantly affects teachers' professional performance. The influence is positive, suggesting a linear relationship: instructors' professional performance may improve as Islamic teaching competency increases. For Islamic teaching to be developed sustainably, school practitioners (educators) must give it careful consideration. This is because Islamic teaching competency is a significant factor in determining teachers' professional performance. These results are in line with and confirm earlier studies that asserted the substantial impact of Islamic teaching competency on teacher professional performance (e.g., [Ramdhan et al., 2025](#); [Siregar et al., 2025](#); [Zaqiah et al., 2024](#)).

The study uncovers an intriguing empirical finding: Islamic teaching competence, while influencing teachers' professional performance, is also shaped by Islamic educational management. This means that Islamic educational management is a predisposition for Islamic teaching competence, so that its presence can determine teachers' Islamic teaching competence. These findings are consistent with previous studies that demonstrate that educational management from multiple perspectives positively contributes to teachers' teaching competence (e.g., [Sahrudin, 2025](#)). This, once again, shows the power of Islamic educational management in improving the quality of education.

Additionally, the study presents new empirical results on the role of Islamic teaching competency in transmitting the impact of Islamic educational management on teachers' professional performance. These results not only support a number of earlier studies that provided the conceptual foundation and hypothesis for this study, but they also give researchers and school practitioners a better understanding of how to take strategic stances. The importance of Islamic Teaching as a mediator that bridges and transmits Islamic educational management into the professional performance of teachers. In this context, the importance of Islamic teaching is not only a consequence of Islamic educational management and an important predictor of professional performance, but also a crucial intermediary that can transform potential Islamic educational management into better professional performance. This strategic position should be highlighted by researchers and practitioners to improve performance through the lens of Islamic educational management. Theoretically, this work contributes to educational management by enhancing teacher professional performance through Islamic educational management, mediated by Islamic teaching competency. Additionally, it has practical implications for enhancing teacher professional performance in Islamic education by optimising the use of Islamic educational management and leveraging teachers' Islamic teaching competencies.

CONCLUSION

The delivery of education (schools), particularly teachers' professional performance, depends heavily on Islamic educational management. Therefore, the objective of this

research is to ascertain the impact of Islamic educational management on teachers' professional performance via Islamic teaching competence. The study's findings indicate that Islamic teaching competence significantly affects teachers' professional performance, that Islamic educational management influences this performance through Islamic teaching competence, and that Islamic teaching competence has a notable impact on teachers' professional performance. These results yield a new insight into how Islamic teaching competence mediates the causal relationship between Islamic educational management and teachers' professional performance. This evidence not only makes a theoretical contribution to the science of educational management but also a practical contribution to educational (schools) practitioners by improving teachers' professional performance from the perspective of Islamic educational management, through the mediating mechanism of Islamic teaching competence. Therefore, before the model is adopted, modified, or adapted, it should be thoroughly and critically, taking into consideration the limitations of this study, including the use of a single data source (teacher), the failure to estimate control variables that could affect the results of the study, the dependence only on the SEM-PLS analytical method, and the incapacity to take into consideration all theoretical indicators of every construct reported in the literature. Future studies will improve by mitigating these constraints. Future research will be more prospective if it incorporates data from school principals, accounts for control variables such as principal leadership, school academic culture, and teacher personality, employs covariance-based SEM analysis, and synthesises all indicators of each construct as proposed by experts.

DECLARATIONS

Author Contribution

Widodo, W., The author contributes in conceptualisation, drafting the original manuscript, review, editing, visualisation, formal analysis, and methodology.

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Conflict of Interest

The authors declare no conflict of interest.

Declaration of AI Use

No generative AI tools were used in the preparation of this manuscript.

Additional Information

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