



# Impact of Teacher Professionalism in Educational Technology on Student Learning Engagement

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## Abstract

The rapid advancement of information technology in the digital era requires Islamic Education teachers to demonstrate professionalism that extends beyond pedagogical competence and subject mastery, encompassing the effective use of learning technologies. This study investigates how student engagement in one Islamic educational institution in Indonesia is influenced by the professionalism of Islamic Education teachers in utilizing educational technology. Employing a causal-associative design with a quantitative methodology, thirty eleventh-grade students were randomly selected as participants. Data were collected through a Likert-scale questionnaire and analyzed using IBM SPSS Statistics with simple linear regression. Findings reveal a positive correlation ( $R = 0.305$ ) between teacher professionalism in technology-based learning and student engagement. However, the contribution of teacher professionalism was modest ( $R^2 = 0.093$ ), and the t-test indicated non-significance ( $p = 0.101 > 0.05$ ). These results suggest that student engagement is not significantly affected by teachers' digital competence, although the integration of educational technology remains essential for fostering interactive and participatory learning environments.

## INTRODUCTION

The expansion of information innovation during the Fourth Industrial Revolution and the emergence of Society 5.0 have brought about significant changes in various aspects of life, including the field of education. These technological advancements necessitate a paradigm shift in knowledge acquisition moving away from traditional methods toward more innovative, interactive, and technology-based approaches (Amelia, 2023; Haidar, 2020). Regarding religious education, particularly Islamic Religious Education, teachers are no longer merely traditional religious instructors but are also expected to act as learning facilitators capable of integrating technology into the learning process (Munawir, Ien, et al., 2025; Nurussalam, 2022; Risana et al., 2025; Yulianti & Cancer, 2022).

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This indicates that teacher professionalism in the modern era is not only measured by mastery of subject matter and pedagogical skills but also by the ability to effectively utilize educational technology.

One of the most important factors in assessing the quality of the educational process is teacher professionalism. Professional educators are capable of planning, implementing, and evaluating the educational process in a systematic and creative manner (Basri, 2019). According to the Islamic educational perspective, teacher professionalism encompasses moral and spiritual qualities that serve as role models for students, in addition to intellectual and pedagogical skills (Hazrullah, 2023; Munawir, Sahila Nur Mahfudah, et al., 2025).

According to Abuddin Nata, teachers in Islamic education bear a broad responsibility: to develop students' intellectual, emotional, and spiritual potential in a balanced manner through a high-quality educational process. Therefore, Islamic Education teachers are required to possess comprehensive competencies, both in mastering Islamic subject matter and teaching methods, as well as in integrating moral values into the learning process (Astuti et al., 2024; Yaqin, 2016).

With the advancement of educational technology, teacher professionalism is now closely linked to their proficiency in digital literacy and educational technology (Muhidin, 2025). Nasution, (2025) demonstrates how teachers with high levels of digital literacy can utilize various digital tools to enhance learning that is dynamic, collaborative, and engaging for students. Furthermore, teachers' ability to integrate learning technologies is linked to improved teacher performance and the effectiveness of classroom instruction (Sulistiani & Dewi, 2024).

The Technological Pedagogical and Content Knowledge (TPACK) framework developed by Mishra and Koehler is a widely adopted approach in the field of educational technology. This framework emphasizes the importance for educators to integrate subject matter knowledge, pedagogical knowledge, and technological knowledge into the learning process. By combining these three elements, educators can design more efficient and targeted learning procedures (Koehler et al., 2013). Therefore, the ability to acquire knowledge about technology is an essential part of modern teacher professionalism.

The level of student engagement during the learning process is a key determinant of academic success, in addition to the teacher's ability to deliver instructional content. Student engagement is a critical indicator of the extent to which students actively participate in the learning process. Student engagement comprises three main dimensions: behavioral engagement, affective engagement, and cognitive engagement. Students with high levels of engagement tend to participate actively in class, have strong motivation to learn, and are better able to understand the subject matter (Marganingtyas et al., 2025; Utami et al., 2024).

Various studies indicate that the use of technology in education can enhance student engagement. Technology enables teachers to create more interactive learning activities through the use of online media, educational apps, and online learning platforms, which can boost student participation during the learning process (Ibrahim et al., 2025; Muttaqin, 2024). Thus, the integration of technology into learning not only plays a role in increasing the effectiveness of learning but also in enhancing students' cognitive, emotional, and behavioral engagement.

Several previous studies have examined the relationship between teacher

professionalism, learning technology, and student engagement. A study conducted by [Munir et al., \(2022\)](#) showed that the proficiency of Islamic education teachers in utilizing digital learning resources has a significant impact on the quality of the learning process.

Meanwhile, a study by [Priyanti & Nurhayati, \(2023\)](#) found that the use of educational technology in Islamic education programs can increase student interest and engagement. Another study conducted by [Amelia, \(2023\)](#) showed that teachers' digital competencies have a positive influence on student engagement, which includes cognitive, emotional, and behavioral engagement. However, research focusing on the relationship between the professionalism of Islamic Religious Education teachers based on instructional technology skills and student engagement in madrasah settings remains limited. Most previous studies have primarily emphasized teachers' digital competencies or the use of instructional media, without comprehensively examining the professionalism of Islamic Religious Education teachers as a factor influencing student engagement.

## METHODS

This study employs a causal-associative research design and quantitative methodology. Quantitative methods were used to examine the relationships and impacts of various research variables through the measurement of numerical data and statistical analysis. The purpose of the causal-associative design in examining cause-and-effect relationships is to determine whether the independent variable influences the dependent variable ([Adel et al., 2025](#); [Busral et al., 2025](#); [Engkizar et al., 2024, 2025](#); [Hamdi & Desvia, 2025](#); [Sugiyono, 2019](#)). This study was conducted at the Private Islamic High School (MAS) PAB 1 Sampali during the second semester of the 2025–2026 academic year. A madrasah is an educational institution that officially provides Islamic religious education, which was a consideration in selecting the research location. It has also utilized technology in the learning process, making it relevant to the research variables under study.

All students enrolled at Private Islamic High School (MAS) PAB 1 Sampali for the 2025–2026 academic year constitute the population of this study. Due to the large size of the population, a random selection technique was used to select the sample for this study. This method provides equal opportunity for every member of the population to become a respondent, thereby minimizing bias in sample selection ([Creswell & Poth, 2018](#); [Weyant, 2022](#)).

The variables in this study consist of an independent variable (X), which is the professionalism of Islamic Religious Education teachers based on learning technology skills, and a dependent variable (Y), which is student engagement in learning. Teacher professionalism based on learning technology is measured through several indicators, such as the ability to use digital media, the utilization of learning platforms, and the use of technology in delivering material. Meanwhile, three main characteristics are used to measure the level of student engagement: behavioral, emotional, and cognitive ([Nurussalam, 2022](#); [Rambe et al., 2025](#)).

In this study, documents and questionnaires were used to collect data. A survey was also conducted as the primary instrument to measure students' perceptions of Islamic Education teachers' professionalism based on instructional technology skills, as well as student engagement in learning. The questionnaire was designed using a five-point Likert scale: never, rarely, often, sometimes, and always. Meanwhile, supporting information was collected

through documents, such as school profiles, the number of enrolled students, and information related to learning activities. Before use, to ensure that the questionnaire could measure the research variables accurately and consistently, the validity and reliability of the questionnaire were tested. Pearson's product-moment correlation was used to evaluate validity, while Cronbach's alpha coefficient was used to evaluate reliability.

To determine the effect of Islamic Education teachers' professionalism, as measured by their instructional technology skills, on student engagement, the data analysis technique used in this study was simple linear regression. The t-test (partial test) was also used to assess the level of significance of the independent factors' effects on the dependent variable. The Statistical Package for the Social Sciences (SPSS) was used to process the data, ensuring that the analysis results were obtained more accurately and objectively.

## RESULT AND DISCUSSION

This study was conducted at Private Islamic High School (MAS) PAB 1 Sampali in Deli Serdang Regency, North Sumatra. The Charitable Service Association educational group, which focuses on improving the quality of education particularly Islamic religious education is affiliated with the school.

Private Islamic High School (MAS) PAB 1 Sampali has several educators teaching various subjects, including Islamic Religious Education. In the learning process, some teachers have utilized learning technologies such as presentation media, educational videos, and digital applications to enhance student engagement, one of which is the Islamic Religious Education subject group.

The objective of this study is to understand how the professionalism of Islamic Religious Education teachers, based on learning technologies, plays a role in fostering student engagement. Students taking Islamic Religious Education classes at Private Islamic High School (MAS) PAB 1 Sampali served as the respondents in this study. Respondents were selected based on the fact that students are the subjects directly involved when Islamic Religious Education teachers are teaching, so they can provide objective assessments of teachers' professionalism in utilizing learning technologies as well as their level of engagement in learning activities.

Number of Respondents Thirty eleventh-grade students participated in this study. The researcher selected the respondents based on their active participation in Islamic Religious Education classes and their sufficient experience in interacting with teachers during teaching and learning activities. Thus, the data obtained through the questionnaire is expected to accurately depict the conditions of the learning process occurring in the classroom, particularly regarding student participation in the learning process and the professional use of learning technology by teachers.

By distributing the questionnaire to these respondents, the researcher obtained data regarding students' perceptions of the use of learning technology by Islamic Religious Education teachers as well as their level of participation in learning activities. Subsequently, the data was analyzed quantitatively to determine the relationship between teachers' professionalism based on learning technology skills and students' engagement in learning. After data processing, the research results yielded data for each variable, as follows:

**Table 1. Results of the Validity Test for Variable X**

| No  | Item | r count | r table | Notes   |
|-----|------|---------|---------|---------|
| 1.  | X 1  | 0,593   | 0,361   | Valid   |
| 2.  | X 2  | 0,644   | 0,361   | Valid   |
| 3.  | X 3  | 0,706   | 0,361   | Valid   |
| 4.  | X 4  | 0,796   | 0,361   | Valid   |
| 5.  | X 5  | 0,718   | 0,361   | Valid   |
| 6.  | X 6  | 0,755   | 0,361   | Valid   |
| 7.  | X 7  | 0,596   | 0,361   | Valid   |
| 8.  | X 8  | 0,308   | 0,361   | Invalid |
| 9.  | X 9  | 0,531   | 0,361   | Valid   |
| 10. | X 10 | 0,503   | 0,361   | Valid   |

Based on table 1, which presents the results of the validity test conducted using IBM SPSS Statistics, it can be seen that most of the items in the variable measuring technology-based teacher professionalism were found to be valid. Of the 10 items tested, 9 were found to be valid, while 1 item X8 was deemed invalid because the calculated r-value was lower than the cutoff value of 0.361 listed in the table.

Items deemed valid are those that effectively measure the variable of technology-based teacher professionalism. This means that each item has a sufficiently strong correlation with the total score of the variables under study, making them suitable for use as a tool in research data collection. Meanwhile, item X8 was deemed invalid because its correlation with the total score was relatively low. This indicates that the statement is less capable of representing the indicator intended to be measured in the research variable.

**Table 2. Results of the Validity Test for Variable Y**

| No  | Item | r count | r table | Notes   |
|-----|------|---------|---------|---------|
| 1.  | Y 1  | 0,822   | 0,361   | Valid   |
| 2.  | Y 2  | 0,790   | 0,361   | Valid   |
| 3.  | Y 3  | 0,299   | 0,361   | Invalid |
| 4.  | Y 4  | 0,309   | 0,361   | Invalid |
| 5.  | Y 5  | 0,725   | 0,361   | Valid   |
| 6.  | Y 6  | 0,622   | 0,361   | Valid   |
| 7.  | Y 7  | 0,439   | 0,361   | Valid   |
| 8.  | Y 8  | 0,582   | 0,361   | Valid   |
| 9.  | Y 9  | 0,246   | 0,361   | Invalid |
| 10. | Y 10 | 0,388   | 0,361   | Valid   |

Based on the results of the validity test for variable Y, seven items were found to be valid, while three items Y3, Y4, and Y9 were invalid because the calculated r-values were significantly lower than the r-values in the table. This indicates that the correlation between these three items and the overall score of the measured variable is very weak, and thus they do not adequately represent indicators of student engagement in this study. Meanwhile, the 7 items deemed valid indicate that these questions are effective in measuring student engagement in learning. Valid items have a sufficiently strong correlation with the total score of the variable, making them suitable for use as a measurement tool in research.

**Table 3. Reliability Test for Variable X****Item-Total Statistics**

|      | Scale Mean if<br>Item Deleted | Scale Variance if<br>Item Deleted | Corrected Item-<br>Total Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|------|-------------------------------|-----------------------------------|--------------------------------------|----------------------------------------|
| X.1  | 33.59                         | 30.894                            | .472                                 | .800                                   |
| X.2  | 33.83                         | 31.433                            | .549                                 | .794                                   |
| X.3  | 32.31                         | 30.436                            | .620                                 | .786                                   |
| X.4  | 32.90                         | 28.453                            | .722                                 | .772                                   |
| X.5  | 32.97                         | 30.320                            | .639                                 | .784                                   |
| X.6  | 33.17                         | 27.291                            | .638                                 | .780                                   |
| X.7  | 33.86                         | 30.266                            | .442                                 | .805                                   |
| X.8  | 32.41                         | 34.823                            | .147                                 | .832                                   |
| X.9  | 32.41                         | 32.180                            | .398                                 | .808                                   |
| X.10 | 32.45                         | 32.899                            | .378                                 | .809                                   |

Based on the Item-Total Statistics table, it can be seen that the majority of the item-total correlations, after adjustment for each item, are quite good. This indicates a sufficient degree of correlation between the items and the overall score of the measured variable. Most items show a significant relationship with the total score of the measured variable, as indicated by item correlation values ranging from approximately 0.378 to 0.722, which are quite good for measuring the research variable.

However, there is one item X8 that has the lowest correlation coefficient, at 0.147. This indicates that the item has a weak relationship with the total score of the variable. Nevertheless, the overall reliability of the instrument remains in the “good” category.

**Table 4. Reliability Test for Variable Y****Item-Total Statistics**

|      | Scale Mean if<br>Item Deleted | Scale Variance if<br>Item Deleted | Corrected<br>Item-Total<br>Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|------|-------------------------------|-----------------------------------|----------------------------------------|----------------------------------------|
| Y.1  | 38.57                         | 15.220                            | .759                                   | .609                                   |
| Y.2  | 38.43                         | 17.495                            | .640                                   | .648                                   |
| Y.3  | 39.17                         | 21.385                            | .004                                   | .756                                   |
| Y.4  | 38.87                         | 20.602                            | .151                                   | .724                                   |
| Y.5  | 38.80                         | 16.372                            | .541                                   | .656                                   |
| Y.6  | 38.47                         | 19.085                            | .554                                   | .672                                   |
| Y.7  | 38.70                         | 20.010                            | .275                                   | .704                                   |
| Y.8  | 38.63                         | 19.137                            | .405                                   | .686                                   |
| Y.9  | 39.00                         | 20.552                            | .165                                   | .721                                   |
| Y.10 | 38.97                         | 18.033                            | .388                                   | .688                                   |

Based on the results of the reliability test for variable Y, analyzed using IBM SPSS Statistics, the corrected item-total correlation values for each statement in the student learning engagement questionnaire are presented. The corrected item-total correlation values indicate the strength of the relationship between each statement and the overall score of the measured variable. The better the item is at measuring the research variable, the higher the value.

Based on the table, it can be seen that several items have fairly good correlation values, such as Y1 (0.759), Y2 (0.640), Y5 (0.541), Y6 (0.554), Y8

(0.405), and Y10 (0.388). These values indicate that these items have a very strong relationship with the total score of the student learning engagement variable and can therefore be used as instruments in the study.

There are several items with very low correlation scores, such as Y3 (0.004), Y4 (0.151), Y7 (0.275), and Y9 (0.165). These low values indicate that the relationship between these items and the total score of the variable is not very strong. This means that these items do not optimally describe the student learning engagement variable.

**Table 5. Descriptive Statistics**

| Descriptive Statistics |       |                |    |
|------------------------|-------|----------------|----|
|                        | Mean  | Std. Deviation | N  |
| Y                      | 38.97 | 4.247          | 30 |
| X                      | 36.77 | 6.038          | 30 |

Based on the research results analyzed using IBM SPSS Statistics, a general overview of the research data for variables X and Y from 30 respondents can be determined.

For variable Y (student learning engagement), the standard deviation is 4.247 and the mean is 38.97. Based on this mean, the level of student learning engagement is generally classified as “fairly good.” On the other hand, the standard deviation indicates how far the data deviates from the mean score. A standard deviation of 4.247 indicates that the respondents’ answers are not too far from the mean, suggesting that the responses are relatively consistent.

Meanwhile, for variable X (teachers’ professionalism in using learning technology), the mean score is 36.77 with a standard deviation of 6.038, based on the same sample size of 30 respondents. This mean value indicates that, in general, respondents rated teachers’ professionalism in using learning technology as “fairly good.” The slightly higher standard deviation suggests that there is some variation in respondents’ answers, though it remains within reasonable limits.

**Table 6. Model Summary**

**Model Summary**

| Model | R                 |          | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |    |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|----|
|       | R                 | R Square |                   |                            | R Square Change   | F Change | df |
| 1     | .305 <sup>a</sup> | .093     | .061              | 4.116                      | .093              | 2.871    | 1  |

Based on the results of a simple linear regression analysis conducted using IBM SPSS Statistics, the correlation coefficient (R) was 0.305. This indicates that there is a positive relationship between teachers’ professionalism based on instructional technology skills and student engagement.

The R-squared value of 0.093 indicates that 9.3% of the level of student engagement is influenced by teacher professionalism based on learning technology skills, while 90.7% is influenced by other factors outside the scope of this study.

**Table 7. ANOVA<sup>a</sup>**

**ANOVA<sup>a</sup>**

|   | Model      | Sum of Squares | df | Mean Square | F     | Sig.              |
|---|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 48.633         | 1  | 48.633      | 2.871 | .101 <sup>b</sup> |
|   | Residual   | 474.333        | 28 | 16.940      |       |                   |
|   | Total      | 522.967        | 29 |             |       |                   |

The results of the analysis show an F-value of 2.871 and a significance level of 0.101. Since this significance level is greater than 0.05, it indicates that there is no significant relationship between teachers' professionalism as measured by their e-learning skills and student engagement at Private Islamic High School (MAS) PAB 1 Sampali.

**Table 8. Coefficients<sup>a</sup>**

**Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
|       |            | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant) | 31.082                      | 4.714      |                           | 6.593 | .000 |
|       | X          | .214                        | .127       | .305                      | 1.694 | .101 |

The calculated t-value is 1.694 with a significance level of 0.101 according to the regression analysis. Given that this significance level exceeds 0.05, it is concluded that the variable of educator professionalism based on instructional technology skills does not have a significant effect on the level of student engagement in the teaching-learning process.

The following regression equation is derived from the regression coefficients:

$$Y = 31.082 + 0.214X$$

The equation indicates that for every one-unit increase in technology-based teacher professionalism, student engagement in learning increases by 0.214.

This study aims to examine the influence of Islamic Religious Education teachers' professionalism, characterized by the use of instructional technology skills, on student participation in the learning process, based on the findings of a previous study conducted at Private Islamic High School (MAS) PAB 1 Sampali. Simple linear regression was used to analyze the data using IBM SPSS Statistics.

The correlation coefficient (R) value is 0.305, based on the analysis results. This graph indicates a positive relationship between teacher professionalism based on learning technology skills and student learning engagement, although the strength of the relationship falls into the low category. This means that the better a teacher's professionalism in utilizing learning technology, the greater the tendency for student learning engagement to increase, although the increase is not very significant.

In addition, teacher professionalism based on instructional technology skills contributes 9.3% to student engagement levels, based on an R-squared value of 0.093. The remaining 90.7% is influenced by factors not covered by the variables under study, such as student motivation, teaching methods used, the learning environment, family support, and the students' own characteristics.

The calculated t-value is 1.694 with a significance level of 0.101, based on the results of the hypothesis test using the t-test. Given that the significance level is greater than 0.05, the conclusion is that Islamic Education teachers' competencies in educational technology do not have a significant effect on student learning engagement at Private Islamic High School (MAS) PAB 1 Sampali. Therefore, the research hypothesis stating that there is a significant influence of technology-based teacher professionalism on student learning engagement is not statistically proven.

Nevertheless, the regression equation obtained is:

$$Y = 31.082 + 0.214X$$

This indicates that there is a 0.214 increase in student engagement for every one-unit increase in teachers' technology-based professionalism. Therefore, these two variables have a positive correlation, although the effect is not statistically significant

The research results indicate that the use of learning technology by Islamic Religious Education teachers has not yet become the primary determinant of student engagement. This is likely due to several factors, including limited technological facilities available at schools, variations in teachers' ability to utilize technology optimally, and students' readiness levels in using digital learning media.

Furthermore, student engagement is influenced not only by the use of learning technology but also by other factors such as the teaching strategies implemented by teachers, teacher-student interaction, student motivation, and a supportive learning environment. Therefore, to enhance student engagement, a more comprehensive approach is needed one that focuses not only on technology use but also on developing interactive, communicative, and participatory learning methods.

The findings of this study support previous research indicating that educational technology can contribute to the learning process, though it is not always the primary factor determining student engagement. Educational technology will have a more significant impact when used creatively, integrated with appropriate pedagogical strategies, and supported by a conducive learning environment.

Thus, the professionalism of Islamic Religious Education teachers remains crucial in the learning process, particularly regarding the effective implementation of educational technology. In addition to being proficient in using technology, teachers must be able to design lessons that are engaging, relevant, and capable of inspiring students to actively participate in classroom activities.

## CONCLUSION

Based on the findings of a study on the impact of Islamic Religious Education teachers' professionalism as measured by their instructional technology skills on student engagement at Private Islamic High School (MAS) PAB 1 Sampali, there is a positive relationship between student engagement in learning and teachers' professionalism in using instructional technology, as indicated by a correlation coefficient of 0.305. However, based on the results of the hypothesis test, the p-value is 0.101, which is greater than 0.05. Therefore, it can be concluded that student learning engagement at Private Islamic High School (MAS) PAB 1 Sampali is not significantly influenced by the professionalism of Islamic Religious Education teachers based on their instructional technology skills. The variable of technology-based teacher professionalism only slightly influences student engagement in learning, as seen from the coefficient of determination of 9.3%, while other factors outside the scope of this study are the primary causes of this variation. However, to enable a more creative and dynamic learning process, teachers' expertise in utilizing educational technology remains crucial. Therefore, enhancing teachers' proficiency in using educational technology remains essential for improving educational standards.

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