Islamic Values in Lecturer Competency Development: A Systematic Literature Review of Trends, Frameworks, and Impacts in Islamic Higher Education

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ABSTRACT

Purpose – This study examines the integration of Islamic values into lecturer competencies in Islamic higher education, addressing how principles such as *sidq* (honesty), *amanah* (trustworthiness), and *al-mas'ūliyyah* (responsibility) enhance professional teaching practices and educational outcomes. It aims to propose a value-based competency framework for holistic lecturer development.

Design/methods/approach – A systematic literature review (SLR) was conducted on 16 peer-reviewed studies published between 2016 and 2023, retrieved from the Scopus database using key terms "Islamic AND lecturer AND competence." Content analysis was employed to identify themes and patterns in the integration of Islamic values into professional, pedagogical, and personal competencies.

Findings – The review highlights five key competency dimensions: professional, pedagogical, personal, social, and ethical. Integrating Islamic values improves teaching quality, ethical education, and student learning outcomes. Research trends show increasing interest from 2016 to 2022, emphasizing diverse methodologies such as case studies, qualitative approaches, and statistical models.

Research implications – The study proposes embedding Islamic values in professional development programs, incorporating ethical indicators into performance evaluations, and adopting inclusive, value-driven pedagogical strategies to enhance educational excellence in Islamic higher education.

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1. Introduction

Competence represents a specific field of work characterized by behaviors that support it, as well as the underlying attributes driving such behaviors (Moore et al., 2002). In the context of lecturer competencies, this definition highlights the interplay between professional behaviors, such as effective teaching and mentoring, and personal attributes like adaptability and empathy, which are essential for fostering a supportive educational environment. However, there is a lack of consensus among researchers and practitioners regarding the meaning and application of the definition of competence (Le Deist & Winterton, 2005).

This ambiguity impacts the study of lecturer competencies in Islamic higher education by creating challenges in developing standardized frameworks that align with both professional standards and Islamic values, potentially hindering effective policy formulation and implementation. In English-language literature, the term competence often refers to the achievement of standards, while competency denotes the individual characteristics supporting such achievements (McMullan et al.,

2003; Sanghi, 2016). Both terms are translated into a single word in Indonesian, kompetensi, which potentially creates ambiguity in literature reviews and practice (Salman et al., 2020).

In the context of Islamic higher education, lecturers hold a strategic role in fostering a learning environment that supports students' cognitive, affective, and psychomotor achievements. Lecturer competencies generally encompass social, pedagogical, and personal dimensions that contribute to students' motivation and success (Kusumajati et al., 2017). Previous studies indicate that service quality in Islamic higher education institutions is influenced by academic capability, teaching quality, and the internalization of Islamic values (Asnawi & Setyaningsih, 2020). Lecturers who consistently integrate Islamic values into their teaching practices not only enhance student satisfaction but also contribute to creating a more cohesive academic culture (Asnawi & Setyaningsih, 2020).

Furthermore, they highlighted that academic capability, such as subject matter expertise and research output, directly correlates with institutional reputation and student outcomes. Strengthening internal quality assurance systems in higher education is also relevant to supporting the development of lecturer competencies aligned with industry and societal needs (Prihatiningsih & Supartono, 2024). However, there is a gap in the literature regarding the integration of Islamic values into lecturer competencies, particularly in relation to the measurement and development of competencies based on Islamic principles. Addressing this gap is significant as it enables the formulation of competency frameworks that not only align with Islamic ethical standards but also provide practical tools for evaluating and enhancing lecturers' professional capabilities. Bridging this gap contributes to the advancement of Islamic higher education by ensuring that lecturers are equipped to meet both academic and spiritual objectives in their teaching practices.

Islamic values, such as honesty (*sidq*), trustworthiness (*amanah*), responsibility (*al-mas'ūliyyah*), and diligence (*mujahadah*), have the potential to enhance the professional competence of lecturers (Ismail & Badron, 2012; Khan et al., 2015). However, these values are often underrepresented in existing lecturer competency frameworks, which tend to focus more on generic professional skills and academic outputs. For instance, while concepts such as trustworthiness and responsibility are universally acknowledged, their specific interpretations within an Islamic context—such as their alignment with ethical decision-making and spiritual accountability—are rarely addressed. This omission highlights the need for a more integrated approach that reflects the unique contributions of Islamic values to educational practices. This framework of Islamic values integrates reason and revelation, providing a more holistic guide for competence development (Al-Attas, 1994). Despite its importance, studies on Islamic work values in the context of lecturer competencies remain limited, which diminishes understanding of how these values contribute to the quality of higher education in Islamic institutions.

As a comprehensive approach, a Systematic Literature Review (SLR) can address this gap by systematically analyzing existing literature on Islamic values and lecturer competencies. By synthesizing findings across diverse studies, the SLR methodology can uncover patterns and insights related to the integration of Islamic values into teaching practices, which other methods may overlook. It enables a more structured and exhaustive exploration, ensuring that both qualitative and quantitative dimensions of the literature are thoroughly examined to provide a holistic understanding of the topic.

Using this methodology, research can identify relevant patterns, trends, and empirical findings while providing evidence-based recommendations. This study aims to identify relevant literature on lecturer competencies within an Islamic context, analyze how Islamic values have been integrated into competency development, and propose an Islamic values-based framework to support the development of lecturer competencies. Through this approach, the study is expected to provide theoretical and practical contributions to the development of lecturer competencies in Islamic higher education

institutions, enhance the relevance of Islamic values in improving educational quality, and support the achievement of holistic goals in Islamic higher education.

2. Methods

This study employs a systematic literature review (SLR) methodology aimed at conducting a comprehensive review of literature related to lecturer competencies and Islamic values (Kitchenham et al., 2009; Okoli & Schabram, 2015). This methodology was chosen due to its structured and replicable approach, which ensures a thorough and unbiased synthesis of existing research. It aligns with the research objectives by enabling a detailed exploration of how Islamic values intersect with lecturer competencies, thus providing a solid foundation for developing a values-based framework. The primary objective of this review is to identify and summarize previous research by retrieving and cataloging various literature sources, such as scholarly journals, conferences, and related publications. The result is a comprehensive summary designed to provide an overarching view of knowledge development in this field. Through this systematic approach, the study aspires to significantly contribute to understanding the definition and concept of lecturer competencies, as well as the application of Islamic work values.

2.1. SLR Process

The SLR was conducted through several key steps:

a. Identification of Research Questions

The research questions focused on identifying relevant literature on lecturer competencies in an Islamic context, analyzing the integration of Islamic values into lecturer competency development, and proposing an Islamic values-based framework to support the sustainable development of lecturer competencies.

b. Literature Search

Literature was searched using the *Scopus* database with descriptors covering titles, abstracts, and keywords related to the research topic, specifically "Islamic AND lecturer AND competence." *Scopus* was selected due to its extensive coverage of high-quality academic journals and conference proceedings, which ensures access to relevant and credible sources. This choice enhances the comprehensiveness and reliability of the review, allowing for a well-rounded understanding of the topic while minimizing the risk of missing critical literature.

c. Selection and Screening of Literature

The selection process employed clear inclusion and exclusion criteria. The inclusion criteria consisted of literature published between 2016 and 2023, written in English, and directly related to the research topic. This time frame was chosen to focus on recent and relevant developments in the field, ensuring that the review reflects contemporary understandings of lecturer competencies. The English language criterion was selected due to its prevalence in academic publishing, which facilitates access to widely recognized and high-quality sources. Conversely, the exclusion criteria ruled out literature not relevant to the integration of Islamic values into lecturer competencies or that failed to meet quality research standards.
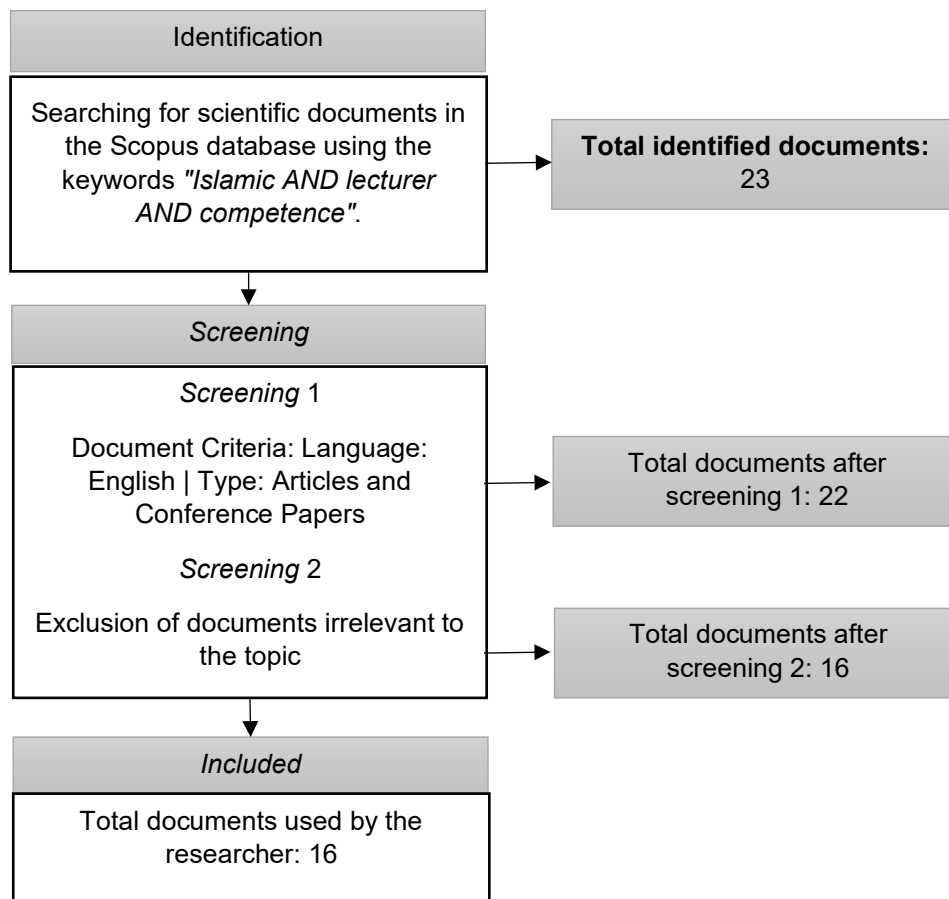
Identification	
Searching for scientific documents in the Scopus database using the keywords *"Islamic AND lecturer AND competence"*.	→ **Total identified documents:** 23

Screening	
Screening 1 Document Criteria: Language: English | Type: Articles and Conference Papers	→ Total documents after screening 1: 22
Screening 2 Exclusion of documents irrelevant to the topic	→ Total documents after screening 2: 16

Included
Total documents used by the researcher: 16

Figure 1. SLR Process (PRISMA)
Adapted from: **(Page et al., 2021)**

These steps enhanced the transparency and reliability of the literature selection process. Scopus was chosen as the database due to its reliability and widespread acceptance for academic research (Harzing & Alakangas, 2016). The initial search identified 23 documents relevant to the keywords. The focus was then narrowed to document types such as journal articles and conference papers, aligning with the global dominance of English in academic literature (Cisneros et al., 2018).

Following the selection process, the abstracts of the remaining documents were reviewed against exclusion criteria, retaining only literature closely aligned with the research topic. Ultimately, 16 scholarly documents were used in this study. While this number provides a focused dataset for in-depth analysis, it may limit the generalizability of the findings. A smaller sample size could restrict the diversity of perspectives represented, potentially impacting the overall reliability and applicability of the conclusions.

d. Content Analysis

The study conducted a content analysis with the primary aim of investigating the integration of Islamic values into lecturer competencies. Content analysis began by gathering relevant studies that focused on the integration of Islamic values into the context of lecturer competencies. This approach was tailored to identify specific intersections between Islamic values and the skills required by lecturers. Themes such as ethical teaching practices, spiritual leadership, and value-based decision-making were emphasized to ensure that the analysis remained aligned with the study's objectives. The methodology was further refined by

including explicit coding of Islamic principles and their practical applications, which enhanced both the clarity and relevance of the analysis in the context of lecturer competencies.

Once the documents were selected, the researchers identified competencies deemed crucial for applying Islamic Work Ethics. This process involved an in-depth examination of the articles, particularly focusing on sections discussing the role and needs of lecturer competencies within the framework of Islamic values. To further improve the quality of the analysis, symbols or texts referenced in the selected articles were identified and systematically recorded for detailed examination (Martono, 2010).

2.2. *Data Analysis Techniques*

The data analysis employed a combination of techniques to ensure comprehensive and reliable findings. Initial Coding was used to identify and categorize main themes emerging from the literature, forming the foundation for further analysis. Thematic Analysis then delved deeper into these coded themes to examine the application of Islamic values to lecturer competencies, ensuring alignment with the study's objectives. Finally, Symbol/Text Identification and Recording involved pinpointing symbols or texts that reflected Islamic values and conducting qualitative analysis to uncover patterns and draw conclusions. These interconnected techniques ensured the validity of the findings by integrating multiple perspectives and methods to identify key patterns and themes within the selected literature.

This systematic and rigorous methodology ensures that the findings provide robust insights into the integration of Islamic values in lecturer competency development. It significantly contributes to both theoretical understanding and practical applications in Islamic higher education contexts by offering a nuanced approach to examining how values-based competencies can enhance the professional and ethical dimensions of lecturers.

3. Results

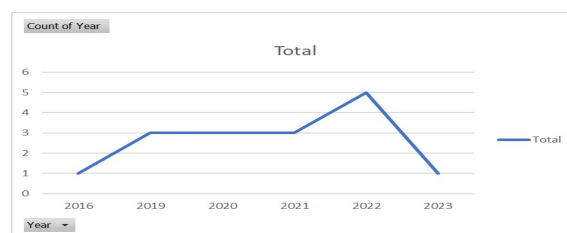### 3.1. *Distribution of Publications Over Time*

Figure 1. This study analyzed 16 papers published between 2016 and 2023.

An analysis of the temporal distribution of these publications provides insights into trends and research focus within this period. Only one paper was published in 2016, reflecting the initial interest or attention to the integration of Islamic values into lecturer competencies. This initial interest might have been influenced by emerging discussions on the importance of aligning educational practices with cultural and religious values during that period, or specific academic or policy-driven initiatives that brought the topic to light. Between 2019 and 2021, there was a significant increase in publications, with three papers published each year, indicating that this topic had begun to gain more serious attention and recognition as a relevant research area. The year 2022 marked the peak of research interest, with five papers published. This increase may

be linked to growing awareness and interest among researchers. However, the number of publications dropped to one paper in 2023.

A deeper analysis suggests that this decline might be attributed to several factors, such as shifts in research trends toward newer and more relevant topics, saturation in discussions of the topic, or a focus on more in-depth and comprehensive studies. Additionally, changes in research policies and shifts in funding priorities may have contributed to the decrease. For instance, trends or shifts in research focus from traditional topics toward more innovative and multidisciplinary approaches might influence the number of publications. Additionally, changes in research policies and shifts in funding priorities may have contributed to the decrease. For instance, trends or shifts in research focus from traditional topics toward more innovative and multidisciplinary approaches might influence the number of publications.

3.2. *Research Methodology Trends*

Table 2. Research Methodology Trends

Methodology/Design/Model	Count
Case Study	1
Descriptive and Analytical Approach	1
Field Research	1
Multiple Regression	2
Path Analysis	1
Phenomenological Research	3
Qualitative Descriptive Research	4
Quasi-Experimental Design with a Nonequivalent Control Group	1
Research and Development (R&D)	1
Structural Equation Model (SEM)	1
Total	16

A review of the 16 scientific papers discussing lecturer competencies reveals a diversity of adopted methodologies:

a. Case Study: One paper employed this approach, enabling in-depth investigation of specific situations involving lecturer competencies.

b. Descriptive and Analytical Approach: Used in one paper to provide a detailed depiction of lecturer competencies and analyze relevant aspects.

c. Field Research: Another paper utilized this method to collect data directly from actual environments or situations.

d. Statistical Approaches: This category includes methods such as Multiple Regression, which was used in two papers to analyze relationships between variables, Path Analysis applied in one paper to examine causal relationships, and Structural Equation Modeling (SEM) employed in one paper as a multivariate statistical method to understand causal relationships influencing lecturer competencies.

e. Phenomenological Research: Three papers adopted this approach to gain an in-depth understanding of individual experiences and perceptions regarding lecturer competencies. For instance, one study explored how lecturers perceived their roles in integrating Islamic values into their teaching practices, revealing a nuanced balance between professional and spiritual responsibilities.

f. Qualitative Descriptive Research: Four papers used this method, focusing on interviews, observations, or content analysis to gain comprehensive insights. Common themes that emerged from these studies include the pivotal role of cultural and institutional contexts in shaping lecturer competencies, as well as the emphasis on the interplay between professional development and teaching efficacy.

g. Quasi-Experimental Design: One paper used a quasi-experimental approach with a nonequivalent control group to measure the impact of specific interventions on lecturer competencies.

h. Research and Development (R&D): One paper employed this approach, focusing on developing and evaluating models or tools to enhance lecturer competencies.

The diversity in methodologies reflects the multifaceted and complex nature of lecturer competencies. For example, case studies and field research provide deep insights into real-world situations, while statistical approaches (e.g., multiple regression and SEM) offer a broader understanding of causal relationships. Additionally, phenomenological and qualitative descriptive research enable holistic comprehension of lecturers' experiences, and R&D methods contribute practical applications through the development of tools and models for competency enhancement.

These findings underscore the richness of methodological approaches in studying lecturer competencies. Theoretically, these studies have expanded frameworks for analyzing how competencies are developed and contextualized within diverse educational settings. Practically, they have provided actionable insights, such as designing competency-enhancement tools and strategies tailored to specific institutional and cultural needs, thereby bridging the gap between theory and application.

3.3. *Summary of Key Findings from the 16 Studies*

Table 3. Summary of Significant Findings

No.	Authors	Title	Year	Competencies	Implications
1	Mulyaningsih et al.	How Competence of Production, Attention, Retention, Motivation, and Innovation Can Improve Students' Scientific Writing Skills	2022	Productivity; Attention; Memory; Motivation; Innovation	Improves students' scientific writing skills.
2	Rohmad et al.	Strengthening the Competency of Lecturers of State Islamic Religious College in Indonesia	2020	Professional competence	Professional and career development.
3	Solikhah & Budiharso	Linguistic Landscape to Improve Quality of Language Learning	2022	Personal ability; Pedagogical skills; Social competence; Professional competence	Enhances learning quality.
4	Prabowo	Effect of ISO and Leadership Quality on Academic Competence Development	2022	Academic competence (knowledge, skills, values, attitudes)	Improves students' academic performance.
5	Fithriani et al.	Academic Competence Development of Arabic Lecturers	2020	Academic competence (planning, material organization, classroom management, educational interaction, media use, lecture methods, evaluation)	Enhances lecture quality.
6	Imran & Mardhiah	Professionalism of State Islamic Religious College Lecturers	2023	Professional competence (planning, implementation, evaluation); Technological skills; Research competence; Global competence; Counseling skills	Improves lecture process quality.

7	Ritonga et al.	Analysis of Arabic Language Learning at Higher Education Institutions	2020	Linguistic competence; Knowledge competence	Accommodates diverse study programs.
8	Yusup et al.	Influence of Competence, Work Participation, and Job Satisfaction	2019	Lecturer competence	Improves productivity and job satisfaction.
9	Mujiburrahman et al.	Reformulation of Competency Development Post-COVID-19	2022	Pedagogical competence; Personal competence; Social competence; Professional competence	Enhances professionalism and academic quality.
10	Sutiah et al.	Improving Competitiveness of Islamic Higher Education	2021	Human resource competence (teaching and learning service quality; research quality; student creativity programs)	Improves service quality, graduate excellence, and institutional competitiveness.
11	Amri et al.	Arabic Teaching Model in Multireligious Classroom	2019	Multireligious competence	Enhances Arabic learning outcomes for both Muslim and non-Muslim students.
12	Suyadi et al.	Anti-Corruption Education in Islamic Learning	2021	Specialized competence (anti-corruption education)	Builds integrity awareness.
13	Kumaladewi & Sugiarti	Data Warehouse for Lecturer Performance Evaluation	2016	Lecturer competence	Ensures quality assurance in lecturer performance evaluation.
14	Mardhiah et al.	Developing Environmental Care Attitudes through Islamic Education	2021	Lecturer competence	Promotes environmental care attitudes.
15	Winoto	Improving Curriculum and Lecturers	2022	Personal competence; Professional competence; Social competence	Continuously improves education quality to achieve learning goals.
16	Sahraini	Instrument to Evaluate Competence of English Lecturers	2019	Lecturer competence (teaching process management, presenting material, using media, engaging students, positive personality, motivation, timing)	Improves teaching and learning quality.

The studies demonstrate the significant role of integrating Islamic values into lecturer competencies across Islamic higher education institutions. Islamic values, derived from the Quran and Hadith, emphasize principles such as ethical behavior, justice, and responsibility. These values are operationalized through curriculum design, teaching strategies, and lecturer-student interactions, providing a foundation for enhancing education quality.

Notable findings include improving technical and ethical competencies. These competencies were assessed through indicators such as students' academic achievements, teaching evaluations, classroom management effectiveness, and skill enhancements like scientific writing (Mulyaningsih et al., 2022). Productivity, attention, memory, motivation, and innovation significantly enhance students' scientific writing skills (Solikhah & Budiharso, 2022). The contribution of pedagogical, social, and professional competencies to learning quality is also significant (Imran & Mardhiah, 2023; Prabowo, 2022). Studies have highlighted that academic and professional competencies not only improve lecture quality but also boost student

performance, underscoring the multifaceted benefits of integrating Islamic values into lecturer development.

The integration of Islamic values fosters not only technical excellence but also ethical and moral values crucial in education. For example, one study demonstrated that embedding values like integrity and fairness in classroom activities led to a measurable improvement in students' collaborative behavior and decision-making skills. Another study highlighted how lecturers who incorporated Islamic ethical principles in their teaching received higher satisfaction ratings from students, indicating a positive impact on both moral development and academic engagement. This synergy promotes a comprehensive and profound impact on education quality, combining technical expertise with the spiritual and moral dimensions emphasized in Islamic education systems.

The diversity of methodologies used in these studies enriches the understanding of lecturer competencies, offering both theoretical insights and practical tools to improve learning outcomes and institutional competitiveness. For instance, qualitative approaches such as in-depth interviews and thematic analyses provided nuanced insights into lecturers' ethical practices, while quantitative methods like surveys and performance metrics helped quantify improvements in teaching effectiveness and student satisfaction. This combination of methodologies ensures a more comprehensive understanding of the multifaceted nature of lecturer competencies

4. Discussion

From the literature review of 16 papers examining lecturer competencies in Islamic higher education institutions, a variety of competencies emerge, offering a deeper understanding of the multidimensional aspects of lecturer roles. Competencies in production, attention, retention, motivation, and innovation underscore the ability of lecturers not only to excel academically but also to foster an inspiring learning environment that supports students' holistic development. These competencies contribute significantly to lecturers' multidimensional roles in Islamic higher education by enabling them to bridge academic excellence with the nurturing of values-based education. For instance, motivation and retention competencies help lecturers maintain student engagement, while innovation ensures adaptability to modern challenges.

Through this integration, lecturers can inspire and equip students not only with knowledge but also with ethical and spiritual insights aligned with Islamic principles. These competencies contribute to a dynamic learning atmosphere rooted in Islamic values such as justice, compassion, and diversity. Lecturers who effectively integrate these competencies can significantly impact education, particularly in enhancing students' academic writing skills (Mulyaningsih et al., 2022). These competencies contribute to a dynamic learning atmosphere rooted in Islamic values such as justice, compassion, and diversity. Lecturers who effectively integrate these competencies can significantly impact education, particularly in enhancing students' academic writing skills (Mulyaningsih et al., 2022).

Professional competencies in planning, implementation, and evaluation of lectures are critical elements in a lecturer's role. For instance, in Islamic higher education, planning can involve integrating Islamic values into curriculum design, ensuring alignment with both academic standards and spiritual goals. Implementation might include the use of interactive teaching methods that resonate with Islamic pedagogical traditions, such as discussion-based learning or storytelling. Evaluation could be seen in the use of reflective practices and feedback mechanisms to assess not only academic achievements but also the moral and ethical development of students. Such examples underscore the practical application of these competencies in fostering holistic education. These three aspects are interconnected, enabling the creation of an effective learning experience. Planning entails meticulous

preparation before delivering lectures, implementation involves executing the planned teaching strategies, and evaluation assesses the effectiveness of the teaching process and the achievement of learning objectives. Together, these elements facilitate continuous improvement through reflection and adjustment of teaching methods (Imran & Mardhiah, 2023).

Personal, pedagogical, and social competencies form the foundation for effective teaching. Personal competence includes ethical qualities, attitudes, and character traits that create a positive and supportive environment. Pedagogical competence involves a deep understanding of teaching methods, learning strategies, and assessment practices that engage students and facilitate learning. Social competence reflects the ability to interact and communicate effectively with students, colleagues, and administrative staff. These combined competencies allow lecturers to build meaningful relationships, foster inclusive learning environments, and encourage active student participation while promoting accountability in their learning journey (Mujiburrahman et al., 2022).

Academic, educational, research, globalization, counseling, and future strategy competencies expand the role of lecturers to encompass broader responsibilities. Academic competence integrates knowledge, skills, values, and attitudes aligned with Islamic principles. Educational competence emphasizes technological skills, which are increasingly essential for integrating technology into teaching. In a more complex context, lecturer competencies also encompass research, global engagement, counseling, and strategic planning, all of which align with the holistic goals of Islamic education to enhance learning quality (Imran & Mardhiah, 2023).

Language, knowledge, human resource management (HRM), multireligious, and specialized competencies further enrich the scope of lecturer roles. Language competence ensures clarity and adaptability in communication, while knowledge competence involves mastery of the subject matter and its pedagogical integration (Ritonga et al., 2020). HRM competence highlights classroom management skills, constructive feedback, and individualized student support to optimize learning outcomes (Sutiah et al., 2021). Multireligious competence equips lecturers to manage diverse classrooms respectfully, fostering inclusive environments for students from different backgrounds (Amri et al., 2019). Specialized competencies, such as anti-corruption education, reflect Islamic ethical values and emphasize the lecturers' role in character development (Nuryana & Asmorojati, 2021).

The existing literature on lecturer competencies in Islamic higher education provides valuable insights but reveals significant limitations. One such limitation is the narrow focus on pedagogical competencies, as many studies primarily emphasize teaching methods while overlooking other critical dimensions like ethical, social, and global competencies, which are increasingly relevant as modern education evolves to address broader societal challenges (Mulyaningsih et al., 2022; Solikhah & Budiharso, 2022). Another limitation lies in the dominance of qualitative descriptive approaches, which offer in-depth context-specific insights but lack generalizability (Imran & Mardhiah, 2023). Furthermore, the scarcity of longitudinal studies limits understanding of the sustained impact of integrating Islamic values on lecturer performance.

Emerging trends such as technological adaptation and managing multicultural classrooms remain largely unaddressed in the current body of work. These competencies are vital in preparing lecturers to thrive in globalized educational environments. Additionally, the absence of standardized frameworks for measuring how Islamic values are integrated into lecturer competencies poses challenges in comparing findings across diverse contexts and institutions. To address these gaps, this study proposes a holistic, value-based competency framework grounded in Islamic principles. This framework emphasizes ethical alignment with teaching practices, adoption of modern technological strategies, and the cultivation of a globally aware mindset to empower lecturers in meeting contemporary educational challenges.

These gaps highlight the need for a comprehensive framework that integrates Islamic values into lecturer competencies beyond pedagogical dimensions, addressing ethical, global, and technological aspects. This proposed framework outlines key areas of competency development, including the alignment of Islamic ethical principles with teaching practices, strategies for embracing technological advancements, and approaches to fostering a globally aware mindset. By combining these elements, the framework seeks to create a holistic model that empowers lecturers to meet contemporary educational challenges while maintaining a strong foundation in Islamic values. This study seeks to fill this gap by proposing a holistic, value-based competency framework grounded in Islamic principles.

The implementation of diverse lecturer competencies in Islamic higher education institutions generates substantial benefits across academic and educational domains. Lecturers who integrate environmental awareness into their competencies inspire students to address pressing societal issues, such as environmental conservation (Mardhiah et al., 2021). Additionally, the adoption of multireligious competencies enables lecturers to create inclusive and respectful classrooms that embrace diversity (Amri et al., 2019). These practical applications illustrate how diverse competencies not only enhance the quality of education but also prepare students to contribute positively to a multicultural and interconnected world. Competent lecturers enhance teaching and learning quality, fostering a motivating environment that drives student success (Fithriani et al., 2020; Imran & Mardhiah, 2023). Additionally, lecturers with competencies in environmental awareness inspire students to become positive change agents in society by addressing environmental issues (Mardhiah et al., 2021).

Competencies also contribute to robust quality assurance mechanisms, motivating lecturers to continuously improve their teaching practices and ensuring high standards of education (Kumaladewi & Sugiarti, 2016). Moreover, competencies emphasizing ethical integrity foster academic awareness and character development among students, serving as the foundation for personal and professional growth (Nuryana & Asmorojati, 2021). In classrooms with diverse student backgrounds, multireligious competencies enable lecturers to facilitate respectful and inclusive dialogue, creating a learning environment that values diversity (Amri et al., 2019).

The conceptual model illustrates the interplay among various lecturer competencies, showcasing their synergy in fostering effective and holistic educational experiences in Islamic higher education. It outlines how competencies such as production, attention, retention, motivation, and innovation interact to build dynamic learning environments. Additionally, the model emphasizes the integration of personal, pedagogical, and social competencies, which underpin inclusive and meaningful relationships in education. By systematically linking these elements, the model demonstrates how Islamic values, such as *sidq* (honesty) and *amanah* (trustworthiness), are embedded within competency development to address both academic and spiritual objectives. Competencies such as production, attention, retention, motivation, and innovation interact to create dynamic and inspiring learning environments. Planning, implementation, and evaluation competencies work in tandem to design and deliver impactful learning experiences. Personal, pedagogical, and social competencies interconnect to nurture inclusive and meaningful educational relationships, grounded in Islamic values such as *sidq* (honesty) and *amanah* (trustworthiness).

Academic, educational, research, globalization, counseling, and strategic competencies collectively address the broader goals of Islamic education, while language, knowledge, HRM, multireligious, and specialized competencies ensure responsiveness to both academic needs and Islamic principles. These interactions reflect a comprehensive approach necessary to meet the challenges of modern education while maintaining the integrity of Islamic values. The following diagram visualizes this conceptual framework, emphasizing the integration of Islamic values within lecturer competency development to achieve holistic educational goals in Islamic higher education.
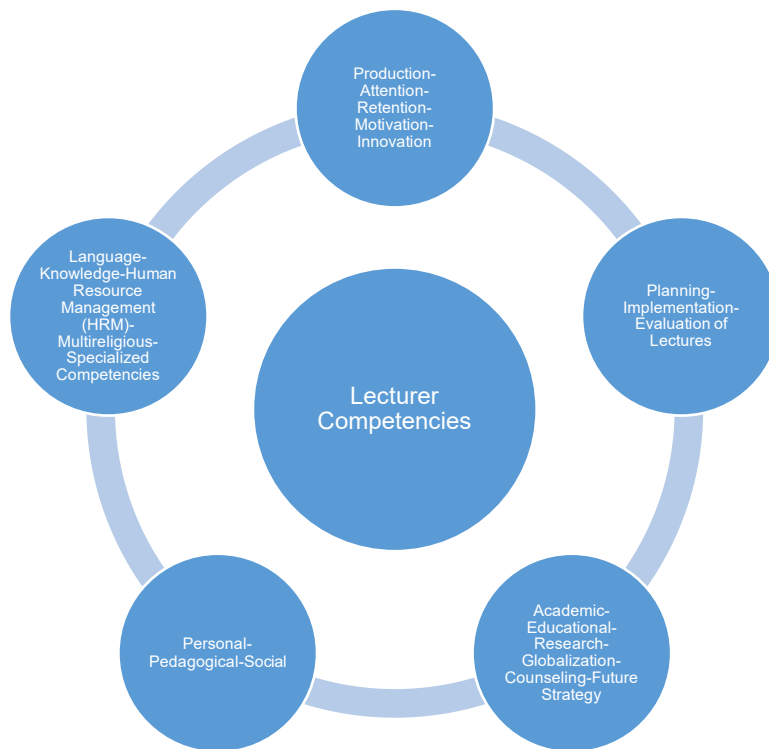
Figure 2. Integrating Islamic Values into Lecturer Competency Development: A Conceptual Framework for Islamic Higher Education

5. Conclusion

This study highlights the significance of integrating Islamic values into the development of lecturer competencies in Islamic higher education institutions. Key findings demonstrate that embedding values such as *sidq* (honesty), *amanah* (trustworthiness), and *al-mas'ūliyyah* (responsibility) into lecturers' professional, pedagogical, and personal competencies enhances not only their technical teaching capabilities but also fosters moral and ethical education. Key findings demonstrate that embedding values such as *sidq* (honesty), *amanah* (trustworthiness), and *al-mas'ūliyyah* (responsibility) into lecturers' professional, pedagogical, and personal competencies enhances not only their technical teaching capabilities but also fosters moral and ethical education. This review provides evidence that holistic competency development—combining academic expertise with Islamic ethics—can positively impact student learning outcomes, institutional quality, and overall educational excellence.

Based on the findings of this review, the following recommendations are proposed to strengthen the integration of Islamic values in lecturer competencies: Institutions should prioritize socializing the importance of Islamic values in teaching practices through workshops, training, and conferences aimed at embedding these principles into daily teaching routines. Additionally, designing and implementing professional development programs that incorporate Islamic ethics, focusing on areas such as *amanah* (trustworthiness), academic integrity, and character building, is crucial for enhancing lecturers' competencies.

Performance appraisal frameworks should be revised to include indicators of ethical and value-driven teaching practices to ensure alignment with institutional Islamic values. Alongside this, providing guidelines on inclusive teaching strategies that respect multireligious and multicultural student backgrounds while maintaining Islamic principles can foster a respectful and inclusive learning environment.

Fostering collaboration among lecturers to share best practices in embedding Islamic values in teaching, research, and community engagement is essential. Moreover, leveraging technology in teaching while maintaining ethical use aligned with Islamic values prepares lecturers and students for the challenges of the digital era. Reflective practices, supported by mentorship programs, and strengthening institutional policies to explicitly support Islamic values are additional steps that can reinforce this integration.

This study has provided a robust framework for understanding the integration of Islamic values in lecturer competencies, offering theoretical and practical contributions. It emphasizes the broader implications for Islamic higher education by demonstrating how such integration can elevate institutional quality, nurture ethical academic cultures, and prepare educators to meet global challenges without compromising Islamic principles. These insights contribute to future academic discourse by advocating for a balanced approach that combines religious values with modern pedagogical practices. However, it also acknowledges the limitations of relying solely on secondary data and the scope of literature reviewed. Future research could address these gaps by incorporating primary data collection methods, such as interviews or surveys with lecturers and students, to provide a richer and more nuanced understanding. Additionally, expanding the scope of the literature to include diverse institutional settings and longitudinal studies could further enhance the applicability and depth of findings. Future endeavors must focus on empirical studies and innovative models to ensure the relevance and applicability of Islamic values in diverse and evolving educational landscapes.

Declarations

Author contribution statement

Yan Orgianus made substantial contributions to the conception or design of the work and critically revised the manuscript for important intellectual content. Hirawati Oemar was responsible for the acquisition, analysis, and interpretation of data. Endang Praseytaningsih supervised the research process and provided critical guidance throughout the project. Hani Khairo Amalia collected data and conducted field research.

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Data availability statement

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Interest's statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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