

Strategies for Enhancing Islamic Education Teachers' Competencies Through the Utilization of Smart Boards

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Abstract

The development of educational technology in the digital era has a great influence on the implementation of learning in educational institutions. This study aims to find out the strategy to improve the competence of Islamic Religious Education teachers through the use of Smart Boards at MAN 1 Solok. The focus of the research includes planning, implementing, and evaluating the use of Smart Boards in improving teacher competence. The research uses a qualitative approach with a descriptive type of research. Data collection techniques are carried out through observation, interviews, and documentation. The research informants consisted of the head of the madrasah, the deputy head of the madrasah for curriculum, the Islamic Religious Education teacher, and the school operator. The results of the study show that planning to improve teacher competence is carried out through the preparation of training programs, the provision of technological facilities, the formation of a companion team, and the preparation of a schedule for the use of Smart Boards. The implementation of improving teacher competence is carried out through training on the use of Smart Boards, technology-based learning assistance, the application of interactive media in the learning process, and the development of teachers' creativity in compiling digital materials. Evaluation is carried out through learning supervision, assessment of teachers' ability to operate Smart Boards, evaluation of student learning outcomes, and program follow-up meetings. The use of Smart Boards has a positive impact on improving the pedagogical, professional, social, and personality competencies of Islamic Religious Education teachers at MAN 1 Solok.

Keywords

Islamic Religious Education, Learning Technology, Smart Board, Strategy, Teacher Competence.



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INTRODUCTION

The development of educational technology in the digital era has a great influence on the implementation of learning in educational institutions. The use of technology not only helps the process of delivering learning materials, but also becomes an important means of improving the quality of education (Rahman, 2024). Educational institutions are required to be able to keep up with technological developments so that the learning process can take place

effectively, creatively, innovatively, and in accordance with the needs of students (Amaluddin & Machali, 2022). This condition encourages schools and madrassas to make various changes in the learning system.

Madrasah as an Islamic educational institution has a great responsibility in creating quality learning. The learning process in madrassas is not only oriented towards academic achievement, but also focuses on the formation of students' character, morals, and Islamic values (Safitri et al., 2023). Therefore, Islamic Religious Education teachers have an important role in delivering learning materials in an interesting and easy-to-understand manner. Teachers are not only in charge of delivering material, but also being role models, motivators, facilitators, and mentors for students.

Changes in technological developments provide new challenges for Islamic Religious Education teachers. Teachers are required to be able to master learning technology so that the learning process is not monotonous and more interesting for students (Fitriyanti & Sirozi, 2024). The continuous use of the lecture method causes students to easily feel bored and less active in participating in learning (Demina et al., 2022). These conditions can affect students' learning motivation, material understanding, and learning outcomes.

Teacher competence is an important factor in determining the success of the learning process. Teachers who have good competence will be able to design learning effectively, choose the right method, utilize learning media, and create a fun learning atmosphere. Teacher competencies include pedagogical, professional, social, and personality competencies. These four competencies must be possessed by teachers so that the implementation of learning can take place optimally.

Pedagogic competence is related to the ability of teachers to understand the characteristics of students, develop learning tools, carry out learning, and evaluate learning. Professional competence is related to the mastery of learning materials in depth and the ability of teachers to develop professionalism in a sustainable manner (Rosni, 2021). Social competence is related to the ability of teachers to communicate and cooperate with students, fellow teachers, and the community. Personality competence is related to teachers' attitudes, behaviors, and examples in daily life (Ahmad et al., 2022).

Improving teacher competence can be done through various strategies. One of the strategies that is widely applied in the digital era is the use of learning technology. The use of technology can help teachers in delivering material in a more interesting, interactive, and easy-to-understand way. Learning technology also helps teachers in increasing creativity and innovation in the learning process (Sirozi & Lestari, 2024).

One of the learning technologies that has begun to be applied to various educational institutions is Smart Board. Smart Boards are interactive digital boards that can be used to display learning materials, videos, images, animations, and various other learning applications. Smart Boards allow teachers and students to interact directly through touch screens. The use of Smart Boards can create more active, engaging, and fun learning.

The use of Smart Boards in Islamic Religious Education learning provides many benefits. Teachers can display Qur'anic verses, hadiths, learning videos, pictures of Islamic history, and various other materials in a more interesting way. Students also find it easier to understand the material because learning takes place visually and interactively. In addition, the use of Smart Boards can increase students' motivation to learn because the learning process is not monotonous.

MAN 1 Solok is one of the madrasahs that has begun to utilize Smart Boards in the learning process. The use of Smart Boards is carried out as an effort to improve the quality of learning and teacher competence. The madrasah realizes that technological developments must be followed by improving teachers' ability to operate digital-based learning media. Therefore, madrasahs carry out various strategies so that teachers are able to make optimal use of Smart Boards.

Based on the results of initial observations, the use of Smart Boards in Islamic Religious Education learning at MAN 1 Solok has changed the learning process. Teachers began to use digital media in delivering material. Students look more active and enthusiastic during the learning process. However, there are still several obstacles in the implementation of the program, such as the limited ability of some teachers to use technology, the lack of continuous training, and the limited time in preparing digital-based learning materials.

This condition shows that improving teacher competence through the use of Smart Boards requires the right strategy so that the implementation of learning can run effectively. Careful planning, targeted program implementation, and continuous evaluation are important factors in the success of teacher competency improvement programs.

Research Sirozi & Lestari, (2024) Improving teacher competence through the use of learning technology has been done a lot. However, research that specifically discusses strategies to improve the competence of Islamic Religious Education teachers through the use of Smart Boards in madrasahs is still limited. Therefore, this research is important to provide an overview of the strategies implemented by madrasahs in improving the competence of Islamic Religious Education teachers through learning technology.

This study aims to find out the planning to improve the competence of Islamic Religious Education teachers through the use of Smart Boards in MAN 1 Solok, to find out the implementation of improving the competence of Islamic Religious Education teachers through the use of Smart Boards in MAN 1 Solok, and to find out the evaluation of improving the competence of Islamic Religious Education teachers through the use of Smart Boards in MAN 1 Solok.

METHODS

This study uses a qualitative approach with a descriptive research type to understand the strategy to improve the competence of Islamic Religious Education teachers through the use of Smart Boards at MAN 1 Solok. The research informants consisted of the head of the madrasah, the deputy head of the madrasah for curriculum, the teacher of Islamic Religious

Education, and the purposively selected school operator. Data collection techniques are carried out through observation, interviews, and documentation, while data analysis is carried out through data reduction, data presentation, and conclusion drawn. The validity of the data is obtained through source triangulation and triangulation techniques.

RESULTS AND DISCUSSION

Planning to Improve the Competency of Islamic Religious Education Teachers Through the Utilization of Smart Boards at MAN 1 Solok

Based on the results of the research, planning to improve the competence of Islamic Religious Education teachers through the use of Smart Boards at MAN 1 Solok is carried out in a structured and gradual manner. The plan aims to improve teachers' ability to utilize learning technology so that the learning process becomes more effective, interactive, and in accordance with the development of education in the digital era.

The first step taken by the madrasah is to identify the needs of teachers for the use of learning technology. The madrasah observes the ability of teachers to use digital-based learning media. The identification results showed that some teachers were able to use basic technology devices, but still had difficulty operating the Smart Board to the maximum. This condition is the basis for madrasahs in compiling a teacher competency improvement program.

The madrasah then developed a training program on the use of Smart Boards for Islamic Religious Education teachers. The training program is designed in stages so that teachers can understand the use of Smart Boards from the basics to the stage of use in the learning process. The training materials include how to operate a Smart Board, the use of learning applications, the preparation of digital learning media, and the use of learning videos in the classroom.

In addition to developing training programs, the madrasah also prepares facilities and infrastructure to support technology-based learning. Madrasah provides Smart Boards in several classrooms, improves internet networks, and provides supporting devices such as laptops and learning speakers. The provision of these facilities is carried out so that teachers can carry out digital-based learning optimally.

Program planning is also carried out through the formation of a learning technology assistance team. The team consists of teachers who have better technological skills and school operators. The accompanying team is tasked with helping teachers who have difficulty using Smart Boards during the learning process.

Based on the results of the interview, the head of the madrasah provided full support for the program to improve teacher competency through the use of Smart Boards. This support can be seen from the provision of training budgets, the procurement of technology facilities, and the provision of motivation to teachers to continue to develop their abilities in the field of educational technology.

Islamic Religious Education teachers said that program planning is carried out in stages so that teachers do not feel burdened in following changes in technology-based learning. Teachers feel more prepared to use Smart Boards because previously they have been given

training and assistance by the madrasah. Planning for the use of Smart Boards is also carried out through the preparation of a schedule for the use of devices in each class. The schedule is prepared so that all teachers get the same opportunity to use Smart Boards in the Islamic Religious Education learning process.

So the results of the study show that the planning carried out by the madrasah has an influence on the readiness of teachers in carrying out technology-based learning. Teachers become more aware of the use of Smart Boards and are better prepared to face changes in the digital learning system.

Implementation of Improving the Competency of Islamic Religious Education Teachers through the Utilization of Smart Boards at MAN 1 Solok

Based on the results of the research, the implementation of improving the competence of Islamic Religious Education teachers through the use of Smart Boards is carried out through training, mentoring, and direct application in the learning process.

Training on the use of Smart Boards is carried out periodically by the madrasah. Teachers are given the opportunity to practice directly the use of Smart Boards in learning. The training activities took place interactively so that teachers could more easily understand the material provided.

Islamic Religious Education teachers began to use Smart Boards in various subjects such as the Qur'an Hadith, Moral Faith, Fiqh, and Islamic Cultural History. In the learning of the Qur'an Hadith, the teacher displays verses of the Qur'an along with audio recitations so that students can listen to the correct reading. In Fiqh learning, teachers use worship practice videos to help students understand the procedures for carrying out worship.

In the Islamic Cultural History lesson, teachers display Islamic history videos, pictures of Islamic figures, and maps of Islamic development through Smart Boards. The use of visual media helps students understand the material more clearly and interestingly. The implementation of learning using Smart Boards makes the learning atmosphere more active and interactive. Students seem to be more focused on paying attention to the learning material. It is also easier for teachers to explain the material because the use of images, videos, and animations helps the process of delivering the material.

The Islamic Religious Education teacher said that the use of Smart Boards helps increase creativity in teaching. Teachers are starting to develop digital learning media such as interactive presentations, learning videos, and online quizzes to support the learning process. The implementation of the program is also carried out through assistance in the use of Smart Boards by the madrasah technology team. Teachers who have difficulty get help directly during the learning process. The assistance helps teachers become more confident in using learning technology.

The results of observations showed that students were more active during the learning process using Smart Boards. Students are more courageous to ask questions, answer teachers' questions, and participate in learning discussions. In addition, students seem more enthusiastic about participating in Islamic Religious Education learning.

So, the implementation of the program still faces several obstacles. Some teachers still take longer to prepare digital learning materials. In addition, internet network constraints sometimes hinder the use of video and online learning applications.

Evaluation of Improving the Competency of Islamic Religious Education Teachers through the Utilization of Smart Boards at MAN 1 Solok

Based on the results of the study, the evaluation of improving the competence of Islamic Religious Education teachers through the use of Smart Boards is carried out periodically by the madrasah. The evaluation was carried out to determine the success rate of the program and the obstacles faced during the implementation of technology-based learning.

Evaluation is carried out through learning supervision by the head of the madrasah and the deputy head of the madrasah for curriculum. Supervision is carried out by directly observing the learning process using Smart Boards in the classroom.

The madrasah assesses the ability of teachers to operate Smart Boards, compile digital learning media, and manage technology-based learning. The results of the evaluation showed that teachers' ability to use learning technology improved after participating in training and mentoring.

Evaluation is also carried out through observation of students' motivation and activeness during learning. The results of the observation showed that students were more active and more focused on participating in Islamic Religious Education learning using Smart Boards.

The Islamic Religious Education teacher said that the use of Smart Boards helps improve the quality of learning because the material can be delivered in a more interesting and easy to understand manner for students. Teachers also feel more confident in using learning technology.

In addition, the evaluation is carried out through meetings with teachers to discuss obstacles and solutions in the use of Smart Boards. Teachers are given the opportunity to convey their experiences while using Smart Boards in the learning process.

The results of the evaluation show that the Smart Board utilization program has a positive impact on improving the pedagogic and professional competence of Islamic Religious Education teachers. Teachers have become more creative in compiling learning media and are better able to manage technology-based learning.

The madrasah also followed up on the results of the evaluation by compiling advanced training programs and improving learning technology facilities. This step is taken so that the use of Smart Boards can run more optimally in the future

Discussion

The use of Smart Boards in Islamic Religious Education learning shows a change in the learning paradigm from conventional learning to more interactive technology-based learning. These changes are an important part of improving the quality of education because technological developments require teachers to be able to adapt learning methods to the needs of students in the digital era. Islamic Religious Education teachers no longer only play the role

of material presenters, but also facilitators who are able to create an active, creative, and fun learning atmosphere.

Improving teacher competence through the use of Smart Boards shows that educational technology has a big role in supporting teacher professionalism. Mastery of learning technology is an important need because the modern learning process requires the use of media that is able to attract the attention of students. The use of visual, audio, and video media in learning helps teachers deliver material more concretely so that students can more easily understand the content of learning. This condition shows that learning technology can help increase the effectiveness of the teaching and learning process.

The use of Smart Boards also has an influence on the development of teachers' pedagogic competence. Teachers become more able to design learning that suits the characteristics of students. The use of interactive media helps teachers create more varied learning so that the learning process does not take place in a monotonous manner. Variety of learning methods and media is very important because students have different learning styles. Some students find it easier to understand the material through visual displays, while others find it easier to understand the material through audio and learning practices.

In addition to improving pedagogic competence, the use of Smart Boards also strengthens teachers' professional competence. Teachers are required to continue to learn and keep up with the development of educational technology so that the quality of learning can develop according to the needs of the times. This condition shows that teachers must have the ability to develop themselves sustainably. The development of professional competencies is not only related to mastery of learning materials, but also related to teachers' ability to utilize educational technology and innovation.

The use of learning technology in Islamic Religious Education also contributes to increasing students' learning motivation. Interesting and interactive learning makes students more active in following the learning process. This condition shows that the use of technology is able to create a more enjoyable learning atmosphere. High learning motivation will affect student involvement during learning so that learning goals can be achieved more optimally.

The use of Smart Boards also shows that Islamic Religious Education learning can be developed in a more modern way without eliminating Islamic values in the learning process. Technology is used as a means to facilitate the delivery of material and increase students' understanding of Islamic teachings. This condition proves that technological developments can go hand in hand with strengthening character education and religious values.

Although the use of Smart Boards provides many benefits, teacher readiness remains a major factor in the success of technology-based learning. The use of technology will not run optimally if teachers do not have the ability and willingness to learn. Therefore, training and mentoring are an important part of improving teachers' abilities. The support of educational institutions is also very necessary so that teachers get facilities and opportunities to develop their competencies.

In addition to teacher readiness, the success of the use of Smart Boards is also influenced by the availability of learning facilities and infrastructure. Adequate technology facilities help the learning process run more effectively. This condition shows that improving the quality of education does not only depend on the ability of teachers, but is also influenced by the support of the school environment and the policies of educational institutions.

The use of Smart Boards in Islamic Religious Education learning also shows the importance of innovation in the world of education. Learning innovations are needed so that the learning process can keep up with the times and the needs of students. Teachers who are able to innovate will find it easier to create interesting and meaningful learning. This condition is one of the indicators of the development of the quality of education in educational institutions.

So, the use of Smart Boards in Islamic Religious Education learning makes a positive contribution to improving teacher competence and learning quality. Learning technology helps teachers become more creative, innovative, and professional in carrying out learning. In addition, the use of Smart Boards also helps create more active, effective, and fun learning for students so that educational goals can be achieved better.

CONCLUSION

First, planning to improve the competence of Islamic Religious Education teachers through the use of Smart Boards at MAN 1 Solok is carried out systematically through the identification of teacher needs, the preparation of training programs, the provision of technology-based learning facilities and infrastructure, and the formation of a team to assist the use of Smart Boards. The planning helps teachers be better prepared to face digital-based learning and supports the creation of a more effective and interactive learning process.

Second, the implementation of improving the competence of Islamic Religious Education teachers through the use of Smart Boards runs well through training, mentoring, and direct application activities in the learning process. The use of Smart Boards helps teachers develop creativity in compiling digital learning media and create more active, interesting, and student-centered learning. The use of visual, audio, video, and animation media also helps increase students' motivation to learn in participating in Islamic Religious Education learning.

Third, the evaluation of improving the competence of Islamic Religious Education teachers through the use of Smart Boards is carried out through learning supervision, observation of teachers' abilities, and observation of students' motivation and activeness during the learning process. The results of the evaluation show that the use of Smart Boards has a positive impact on improving teachers' pedagogic and professional competence. In addition, evaluations that are carried out on an ongoing basis help madrasas improve programs so that the use of learning technology can run more optimally.

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