“Boosting teacher professional performance: The role of Islamic teaching competence in transmitting digital learning and local wisdom”

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BOOSTING TEACHER PROFESSIONAL PERFORMANCE: THE ROLE OF ISLAMIC TEACHING COMPETENCE IN TRANSMITTING DIGITAL LEARNING AND LOCAL WISDOM

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Abstract

Professional performance of teachers is a crucial aspect of the education system. Therefore, this study aims to investigate the effects of digital learning and local wisdom on teachers' professional performance in the context of the mediation of Islamic teaching competence. The study participants included 425 Indonesian madrasah teachers. The data were collected in 2025 through questionnaires on a Likert scale. With the support of descriptive and correlational matrices, the data analysis employed structural equation modeling. The results indicated that digital learning has a direct effect on professional performance ($\gamma = .19$, $p = .01$), local wisdom has s direct impact on professional performance ($\gamma = .23$, $p = .01$), and Islamic teaching competence directly affects professional performance ($\beta = .37$; $p = .01$). Further, digital learning directly influences Islamic teaching competence ($\gamma = .36$, $p = .01$); similarly, local wisdom also directly affects Islamic teaching competence ($\gamma = .19$; $p = .01$). Additionally, Islamic teaching competence indirectly transmits digital learning and local wisdom on professional performance ($\beta = .13, .07$; $p = .01$). This evidence offers a novel empirical model for understanding how digital learning and local wisdom impact teachers' professional performance through Islamic teaching competency. This is a new insight worthy of critical, in-depth, and comprehensive further discussions, along with input for school practitioners (management) to enhance teacher professional performance by leveraging digital learning, local wisdom, and Islamic teaching competence.

Keywords digital learning, competence, wisdom, professional, teacher

JEL Classification L84, D83, O32

INTRODUCTION

Teacher professionalism is a crucial determinant of student academic achievement (Ibok et al., 2024), including in Indonesia (Arifin et al., 2024). Therefore, a decline in reading, mathematics, and science results in the 2022 Program for International Student Assessment (PISA) review in Indonesia (OECD, 2023) may be seen as a deterioration in teacher professional performance. Professional performance is the complex of behaviors individuals use to perform tasks or work in line with their position and duties in a timely, efficient, courteous, understanding, and caring manner to meet organizational goals (Damanik & Widodo, 2024). In Islamic education, this performance is dedicated to internalizing Islamic values and ensuring that teaching practices contribute to academic excellence and character development. However, empirical evidence suggests that persistent challenges and obstacles persist in achieving optimal teacher professional performance. For example, many teachers continuously struggle to integrate

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culturally relevant pedagogy, utilize digital tools effectively, and achieve Islamic teaching competencies. Consequently, their professional performance stagnates, thereby impairing student learning results and the overall quality of Islamic education.

Teachers' professional performance is influenced by several factors, including digital learning, local wisdom, and Islamic teaching competence. Digital learning, as a modern pedagogical approach, equips teachers with various tools to create interactive and accessible learning experiences, thereby improving instructional delivery (Andanti, 2024). In several cases, digital learning involves utilizing digital tools to improve and streamline the educational process. In addition, local wisdom rooted in cultural values and indigenous knowledge provides a contextual framework for teaching effectiveness and improving performance (Ramdhani et al., 2024; Kopong et al., 2025). Beyond that, empirical findings suggest that local wisdom and digital learning affect Islamic teaching competence. For example, Mardhiah et al. (2021) demonstrated that local wisdom strengthens pedagogical competence. Furthermore, Gameil and Al-Abdullatif (2023) found that digital learning platforms can improve teacher competence. In addition, competencies improve professional collaboration (Mikušková et al., 2024). These empirical studies underline the mediating role of Islamic teaching competencies in linking local wisdom and digital learning with professional performance.

1. LITERATURE REVIEW AND HYPOTHESES

Professional performance integrates measurable outputs, such as productivity and work quality, alongside competencies, such as subject knowledge, pedagogical skills, and interpersonal effectiveness, particularly in the educational context (Ismail et al., 2025; Sulaiman & Ismail, 2020). Professional performance, as reflected in high-performance work systems, enhances teacher creativity and, in turn, improves students' quality of life in school (Huang et al., 2023). Several indicators can be used as alternatives to measure teacher professionalism. The subject aspect comes first, which includes learning, researching, assessing, and keeping up with information about the specifics of the material being taught. The second is the didactic component, which involves teaching pupils using a variety of techniques while considering their individual qualities and the classroom environment. Third, guiding and focusing on students' issues, resolving educational issues both within and outside of the classroom, and acting with dignity, morality, firmness, and consistency are all part of the pedagogical component (Makovec, 2018; Widodo et al., 2024).

According to empirical research, digital learning is essential for enhancing professional performance. Ballester-Esteve et al. (2023) found that digital learning enhances pedagogical competence, thereby improving teaching effectiveness. Ovcharuk et al. (2020) also prove that digital training triggers innovative teaching practices, increasing professional adaptability. Parra-Camacho et al. (2023) also claimed that the digital environment encourages collaboration and resource optimization, which supports work productivity. Pujianto (2024) demonstrated that digital learning interventions, such as e-training modules and virtual workshops, significantly enhance employees' technical and non-technical skills, resulting in increased productivity and innovation. Similarly, Mustafa and Lleshi (2024) emphasized the importance of digital learning platforms in cultivating a culture of lifelong learning, which has a significant positive influence on employee performance and organizational effectiveness. Other studies also underline the role of digital learning in bridging the skills gap, fostering adaptability, and improving decision-making abilities in professional contexts (Baral et al., 2022; Wan Rashid et al., 2024; Tee et al., 2024; Braun et al., 2024). In the context of professional performance, digital learning also serves as an important enabler by equipping individuals with the competencies needed to navigate complex and dynamic work environments (Vartiainen, 2022).

Digital learning involves utilizing digital tools to improve and streamline the educational process. It has emerged as a transformative approach to driving professional performance across sectors (Manoharan et al., 2024). This approach integrates

online platforms, virtual simulations, and data-driven tools to deliver customized learning experiences, enabling professionals to acquire and refine their skills efficiently. Digital learning is characterized by its flexibility, accessibility, and the ability to provide real-time feedback, which collectively enhances knowledge retention and practical application in professional settings (Balachandran & Mahalakshmi, 2023). Capuano and Caballé (2020) assert that digital learning promotes self-directed learning and ongoing professional development by utilizing adaptive technologies, including artificial intelligence and learning management systems, to synchronize educational content with personal and organizational objectives. Additionally, Osmani and Tartari (2024) reported that digital technology significantly impacts learning and teaching. Key indicators of effective digital learning include the use of digital tools, platforms, and resources (Nguyen & Tuamsuk, 2022; Wang et al., 2024). Under adequate conditions, these indicators can stimulate teachers' professional performance.

Another factor that influences teacher's professional performance is local wisdom. Several studies indicated that local wisdom influences professional performance. For example, Kamaludin et al. (2025) found that local wisdom has a significant role in teacher performance. Satria et al. (2020) also reported that local wisdom encourages adaptive behavior, improving task performance in community-based projects. Meanwhile, Bahri et al. (2021) and Muchtar and Maas (2021) noted that local wisdom systems improve resource management and professional outcomes in sustainable development initiatives. Citrawan et al. (2024) claim a relationship between local wisdom and teachers' ability in literacy and numeracy. These findings suggest that local wisdom provides a culturally relevant framework that can improve professional competence and performance.

Local wisdom is the information and culture that the community has gathered through shared experience (Ramanta & Samsuri, 2020; Widanita et al., 2021). Before determining expressions or acts that pertain to conventions, norms, and art, local wisdom begins with a cognitive perspective and develops attitudes toward events or objects (Mahrinasari et al., 2024). Preservation of identity and harmony with nature, people, and ancestors is greatly aided by local wisdom (Diab et al., 2022). Rahyuda et al. (2018) assert that local wisdom embodies a regional culture that can enhance competitive advantage and elevate corporate performance. Consequently, local wisdom acts as a reinforcing element in enhancing a durable competitive advantage. Fatmawati (2021) identified six indicators of local wisdom: local knowledge, which includes context-specific understanding; local values, which reflect ethical and moral principles; local skills, including practical abilities; resource management skills, which focus on sustainable use; local decision-making mechanisms, which guide collective choices; and group solidarity, which fosters communal cohesion.

The interaction between local wisdom and professional performance lies in the teacher's ability to integrate culturally based values into teaching practices, thereby increasing student engagement in the learning process and improving teaching effectiveness. It depends, among other things, on the individual's ability (the teacher) to achieve organizational (school) goals through the implementation of tasks relevant to their job role, supported by technical competence, interpersonal skills, and intrinsic motivation (Bakker et al., 2023). Suppose local wisdom, as manifested in knowledge, values, skills, resource management, local decision-making mechanisms, and local group solidarity, is well-conditioned in the learning package. In that case, it has the potential to impact professional performance. Local wisdom equips professionals with culturally rooted insights and skills, enabling them to address workplace challenges effectively while aligning with community needs. By incorporating local wisdom into professional practice, individuals can enhance their adaptability, ethical decision-making, and collaborative skills, ultimately improving their professional performance.

Numerous prior studies offer empirical evidence supporting the correlation between Islamic teaching competency and professional performance. Agussalim et al. (2023) found that integrating Islamic values in pedagogy improves the quality of teaching. Hutabarat et al. (2023) and Makhambetova and Magauova (2023) noted that competencies improve adaptability and ethical decision-making. Finally, competencies can improve professional collaboration and student-centered

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learning outcomes (Mikušková et al., 2024; Otaki & Rahdarpour, 2023). These findings suggest that Islamic teaching competencies equip educators with effective lesson plan design and precise content delivery, embodying Islamic ethical values and enhancing their potential to improve teachers' professional performance. Conceptually, Islamic teaching competence refers to the ability of Islamic religious education teachers to integrate pedagogical skills, professional knowledge, and personal attributes aligned with the principles of the Qur'an, thereby fostering students' spiritual, moral, and intellectual development (Suharsongko et al., 2023). This competence encompasses several important activities, including designing effective lesson plans, delivering content clearly, and embodying Islamic ethical values as role models, all of which are rooted in the perspective of Qur'anic education.

In the digital context, Helena and Sumanti (2025) noted that Islamic teaching competence is the capacity to utilize digital technology effectively in Islamic education, combining strong content knowledge with cultural sensitivity to Islamic values while overcoming challenges such as infrastructure gaps to increase student engagement. Saepudin and Mulyanto (2025) describe it as the ability of pesantren-based teachers to provide tauhid education through a combination of traditional methods, classical text-based curricula, and modern pedagogical approaches, thereby nurturing students' faith, character, and moral behavior aligned with Islamic theological principles.

Islamic teaching competency also reflects a dynamic and multifaceted construct that develops through continuous professional development and self-improvement, substantially affecting teaching quality and student learning outcomes (Nasim et al., 2024; Simonović, 2021). Its main components include:

(1) knowledge and skills: a deep understanding of Islamic subject matter and pedagogical strategies, including lesson planning, delivery, and evaluation (Nasim et al., 2024);

(2) professional attributes: motivation, adaptability, and emotional intelligence, which foster a positive learning environment (Channa et al., 2024; Vivas & Scifo, 2023); and

(3) pedagogical competency: effective classroom management, use of educational technology, and diverse teaching methods to address different learning styles (Sana et al., 2024).

From an Islamic perspective, teachers' personal qualities should reflect the qualities of the Prophet Muhammad, including shiddiq (honesty), amanah (trustworthiness), tablig (conveying divine teachings), fathanah (intelligence), istiqâmah (steadfastness in faith), patience and gratitude; and ikhlas (sincerity in devotion) (Shabir et al., 2023). In addition, Islamic teaching competencies can include designing effective lesson plans, delivering content clearly, and embodying Islamic ethical values (Suharsongko et al., 2023). Additionally, Islamic teachers' holistic competencies play a crucial role in enhancing students' understanding of religious concepts while also fostering moral development (Izzah, 2025).

Islamic teaching competence, besides affecting professional competence, is also influenced by digital learning. Gameil and Al-Abdullatif (2023) proved the vital role of digital learning in teaching competence. Their results suggest that digital learning is a precursor to teaching competence. Digital learning equips educators with innovative tools and platforms to deliver subject matter (including Islam) effectively and efficiently in a technology-driven environment. Through digital platforms, such as e-learning modules and virtual classrooms, Islamic educators can integrate interactive content, multimedia resources, and real-time feedback to enrich students' understanding of Islamic principles. The latest studies found that digital learning affects student engagement, achievement, and academic performance (McGee et al., 2024; Uzorka & Odebiyi, 2025; Song et al., 2025). In such conditions, proficiency in digital learning enhances Islamic teaching competence by bridging traditional and conventional religious education with modern technological advances. It also means that when digital learning is optimized adequately, it can enhance Islamic teaching competence, resulting in effective, inclusive, and Islamic-based teaching.

Islamic teaching competence is also affected by local wisdom. Nisa et al. (2020), Usmeldi and Amini (2020), and Reformana et al. (2024) show that lo-

cal wisdom makes a positive contribution to competence in various contexts. It means that local wisdom is a crucial predictor of competence in Islamic teaching. As a result, when local wisdom components like knowledge, values, abilities, decision-making processes, and local group solidarity are taken into account in the classroom, it has the potential to stimulate an increase in teachers' Islamic teaching competence, including in planning effective lessons, delivering material clearly, and internalizing Islamic ethical values. It also demonstrates that local wisdom provides a cultural framework that can enhance Islamic teaching competence.

Previous research findings on the relationship between local wisdom, digital learning, Islamic teaching competence, and professional performance reveal unique and distinctive empirical insights into the role of Islamic teaching competence. In addition to influencing professional performance, Islamic teaching competence is impacted by local wisdom and digital learning. Reformana et al. (2024) demonstrated the effect of local wisdom on Islamic teaching competence. In contrast, Gameil and Al-Abdullatif (2023) established the impact of digital learning on teaching competence. Simultaneously, there is a favorable correlation between Islamic teachings competence and professional performance (Agussalim et al., 2023; Hutabarat et al., 2023; Makhambetova & Magauova, 2023; Mikušková et al., 2024; Otaki & Rahdarpour, 2023). Accordingly, Islamic teaching competency plays a pivotal role as a mediating variable, facilitating the indirect link between digital learning and local wisdom regarding professional performance. Nonetheless, it has proven challenging to locate study findings that explicitly examine the function of mediation, underscoring the necessity for estimation.

This study aims to investigate the impact of digital learning and local wisdom on teachers' professional performance, emphasizing the mediating role of Islamic teaching competencies given the urgency of the matter. To attain the objective, the subsequent hypotheses are posited:

H_1: *Digital learning directly affects professional performance.*

H_2: *Local wisdom directly affects professional performance.*

H_3: *Islamic teaching competence directly influences professional competence.*

H_4: *Digital learning directly affects Islamic teaching competence.*

H_5: *Local wisdom directly affects Islamic teaching competence.*

H_6: *Digital learning indirectly affects professional performance through Islamic teaching competence.*

H_7: *Local wisdom indirectly affects professional performance through Islamic teaching competence.*

2. METHODS

In six Indonesian provinces, 425 private elementary madrasahs (MI), junior high school (MTs), and senior high school (MA) teachers made up the research participants (sample). The sample was determined accidentally, based on respondents' willingness to complete the questionnaire (Widodo, 2021). As presented in Table 1, the majority came from Riau Province (34%), taught at the MTS education level (42%), taught language subjects (19%), had permanent teacher status (55%), were female (74%), aged 26–35 years (29%), with the most recent education level of Bachelor's degree (88.2%), married (74%), and had a teaching period of less than or equal to 5 years (34%).

This study utilized a Likert scale questionnaire as its survey method to collect the data (Appendix A). The questionnaire comprises five options, with "strongly disagree" (score = 1) and "strongly agree" (score = 5) denoting the extremes. The survey was administered online via Google Forms in May 2025. The questionnaire used the guidelines or theoretical attributes of specialists/experts. The digital learning indicators include the use of digital tools (DT), platforms (DP), and resources (DR) (Nguyen & Tuamsuk, 2022; Wang et al., 2024). Local wisdom encompasses local knowledge (LK), local values (LV), local skills (LS), resource skills

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(ES), local decision-making mechanisms (LD-M), and local group solidarity (LGS) (Fatmawati, 2021). Islamic teaching competency encompasses the design of effective lesson plans (DELP), delivering content clearly (DCC), and the embodiment of Islamic ethical values (EIEV) (Suharsongko et al., 2023); while professional performance includes subject (Sub), didactics (Did), and pedagogy (Ped) (Makovec, 2018; Widodo et al., 2024).

Table 1. Profile of research participants

Characteristics	Frequency	Percentage (%)
Provinces		
Riau	145	34
DKI Jakarta	74	17
West Java	97	23
Banten	87	20
Bali	7	2
Central Java	15	4
Educational Level		
MI	115	27
MTs	177	42
MA	133	31
Subjects Taught		
Science and Mathematics	76	18
Social Sciences	68	16
Language	80	19
Religion	69	16
Others	132	31
Employment Status		
Permanent	235	55
Temporary	190	45
Gender		
Male	110	26
Female	315	74
Age		
≤ 25 years	64	15
26 – 35 years	142	33
36 – 45 years	124	29
46 – 55 years	75	18
> 55 years	20	5
Education		
Diploma	12	2,8
Bachelor (S1)	375	88,2
Master (S2)	36	8,5
Doctoral (S3)	2	0,5
Status		
Married	315	74
Unmarried	110	26
Experience		
≤ 5 years	144	34
6 – 10 years	134	32
11 – 15 years	91	21
> 15 years	56	13

As presented in Table A1, digital learning comprises nine items, with corrected item-total correlation coefficients (CI-TCC) ranging from .420 to .852 and an alpha coefficient (AC) of .876. The local wisdom consists of twelve items, with a CI-TCC between .483 and .857 and an AC of .919. The Islamic teaching competency encompasses nine attributes, with a CI-TCC between .402 and .798 and an AC of .875. The professional performance included nine items, with CI-TCC values ranging from .397 to .739 and an AC of .833. All items possess a CI-TCC exceeding .361, and all variables have an AC surpassing .70; hence, it is considered a valid and reliable research instrument (Widodo, 2021).

Moreover, several scholars contend that self-report questionnaires, such as the one used in this study, may be susceptible to common method bias (CMB) in cross-sectional survey research. The difference between the real correlation generated by common method variance (CMV) and the perceived association is one source of CMB measurement inaccuracy (Bastian & Widodo, 2024). CMV poses a risk to research findings since it can make the perceived correlation higher than the real association. To manage and minimize CMV, there are two strategies: procedural and statistical improvements (Fuller et al., 2016; Aryani et al., 2025). Because of this urgency, the statistical method of the Harman single-factor test and correlation analysis is used (Widodo et al., 2024). The correlation coefficient among constructs is below .90, and the total variance extracted by a single factor is 44.141%, below the recommended 50% threshold, as indicated by the Harman single-factor test results. According to these conclusions, the study's data do not substantiate the CMV (CMB) phenomena (Kock et al., 2021; Gustari & Widodo, 2025), negating any cause for skepticism regarding the resultant data.

Structural equation modeling (SEM), alongside descriptive and correlational statistics, was employed to evaluate the data. The Sobel Test assessed the indirect association, whereas the Student's *t*-test evaluated the direct significance of the path coefficient link. SEM analysis was performed utilizing LISREL 8.80, while descriptive and correlational analyses, two prevalent bias methodologies, were executed using SPSS version 22.

3. RESULTS

Table 2 presents the results of the descriptive statistical analysis for the four research variables. From lowest to greatest, it displays the digital learning mean value indicators: 15.08–15.55; local wisdom: 9.88–10.64; Islamic teaching competence: 15.46–15.95; and professional performance: 15.65–16.86. Indicators of digital learning's standard deviation (SD) range from the lowest to the highest: 1.669–2.164; local wisdom: 1.146–1.857; Islamic teaching competence: 1.778–2.159; and professional performance: 1.380–1.775. Standard deviation values that are often lower than the mean indicate that the data are well-represented overall. Meanwhile, the correlation analysis yields a range of correlation coefficients from .24 to .77. Every indicator strongly correlates with other indicators at the $p < .01$ level. It signifies a mutual interaction among all indications. Conversely, all correlation coefficients below .80 signify the lack of multicollinearity (Bastian & Widodo, 2024).

As indicated in Table 3, the construct measurement model was estimated using confirmatory factor analysis. When all indicators are combined, factor loadings exceed .50. Accordingly, each indicator accurately represents the variables it measures. Alpha (α), extracted variance (VE), and construct reliability value (CR) are used to evaluate dependability. The VE value is larger than .50, while the CR and α values of each variable are greater than .70. This suggests a reasonable level of convergence and strong reliability (Hair et al., 2022; Setiadi & Widodo, 2024).

Table 3. Result of the measurement model

Constructs	Indicators	Factor Loading	CR	VE	α
Digital Learning (X_1)	DT	.80	.842	.641	.876
	DP	.83			
	DR	.77			
Local Wisdom (X_2)	LK	.61	.903	.611	.919
	LV	.77			
	LS	.81			
	ES	.92			
	LD-M	.85			
	LGS	.69			
Islamic Teaching Competence (Y_1)	DELP	.53	.798	.580	.875
	DCC	.93			
	EIEV	.77			
Professional Performance (Y_2)	Sub	.56	.784	.564	.833
	Did	.86			
	Ped	.86			

The goodness-of-fit (GOF) index for the eleven measurement criteria is shown in Table 4, with eight of them being satisfactory. Chi-square, sig.

Table 2. Descriptive and correlation statistics

Indicators	Descriptive		Correlation														
	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Digital Learning (X_1)																	
DT	15.55	1.669	1.00														
DP	15.08	1.795	.66**	1.00													
DR	15.26	2.164	.62**	.64**	1.00												
Local Wisdom (X_2)																	
LK	10.44	1.146	.53**	.45**	.53**	1.00											
LV	10.64	1.225	.47**	.36**	.44**	.68**	1.00										
LS	10.31	1.530	.42**	.39**	.35**	.45**	.60**	1.00									
ES	10.56	1.395	.38**	.28**	.33**	.53**	.73**	.74**	1.00								
LD-M	10.40	1.513	.41**	.32**	.36**	.46**	.59**	.72**	.77**	1.00							
LGS	9.88	1.857	.28**	.24**	.29**	.38**	.45**	.54**	.63**	.65**	1.00						
Islamic Teaching Competence (Y_1)																	
DELP	15.73	2.126	.38**	.36**	.39**	.37**	.47**	.56**	.58**	.60**	.49**	1.00					
DC	15.95	1.778	.28**	.30**	.28**	.23**	.26**	.28**	.21**	.21**	.14**	.49**	1.00				
EIEV	15.46	2.159	.28**	.33**	.28**	.23**	.21**	.26**	.18**	.18**	.12**	.41**	.71**	1.00			
Professional Performance (Y_2)																	
Sub	15.65	1.775	.36**	.41**	.34**	.23**	.32**	.35**	.29**	.31**	.20**	.35**	.56**	.58**	1.00		
Did	16.86	1.403	.27**	.27**	.37**	.29**	.34**	.32**	.31**	.27**	.21**	.38**	.39**	.29**	.39**	1.00	
Ped	16.83	1.380	.29**	.29**	.37**	.32**	.37**	.35**	.35**	.32**	.27**	.34**	.33**	.27**	.39**	.74**	1.00

Note: ** $p < .01$.

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Table 4. Goodness-of-fit test

Goodness of Fit Index	Cut-off Value	Result	Decision
Absolute fit measures			
Chi-Square	$\chi 2 < \chi 2$ table	671.38	Poor
Sig. Probability	P > .05	.00000	Poor
GFI	≥ .09	.83	Good
RMSEA	≤ .08	.128	Poor
Incremental fit measures			
NFI	> .90	.91	Good
NNFI	≥ .90	.90	Good
AGFI	≥ .90	.95	Good
CFI	≥ .90	.92	Good
RFI	≥ .90	.90	Good
Parsimony fit measures			
Normed chi-square	1 – 2 or < 3	1.75	Good
PNFI	0 – 1	.73	Good

probability, and RMSEA are the other three, and they are all subpar. Hair et al. (2022) claim that the chi-square test is sensitive to large sample sizes (> 200); hence, the results of the chi-square test do not meet the requirements. Nonetheless, as the majority of the GOF results (eight indices) satisfy the criterion (as per the parameters), the results are deemed valid.

The findings of the hypothesis testing are compiled in Table 5. All hypotheses, from H1 to H7, receive substantial support, as t values exceed the t table at α = .01. In detail, digital learning, local wisdom, and Islamic teaching competence directly affect professional performance, with path coefficients (γ/β) of .19, .23, and .37, respectively. Islamic teaching competence has a stronger influence on professional performance than others. Consequently, Islamic teaching competence needs to get a larger portion compared to digital learning and local wisdom in the context of improving teacher professional performance. Furthermore, digital learning and local wisdom impact Islamic teaching competence, with path coefficients (γ) of .36 and .19, respectively. Digital learning has a more significant impact on Islamic teaching competence, so its existence needs to be taken into account when improving teachers' Islamic teaching competence. Finally, digital learning and local wisdom influence professional performance through Islamic teaching competence, with path coefficients (β) of .13 and .07. It further demonstrates the impact of digital learning and local wisdom on professional performance, both directly and indirectly, through teachers' Islamic teaching competence.

4. DISCUSSION

This study discovered that the impact of digital learning and local wisdom on teacher professional performance was mediated by Islamic teaching competency. Professional performance is particu-

Table 5. Hypothesis testing

Hypothesis	γ/β	T-value	Decision
H_1: Digital learning (X_1) on professional performance (Y_2)	.19**	2.76	Supported
H_2: Local wisdom(X_2) on professional performance (Y_2)	.23**	3.65	Supported
H_3: Islamic teaching competence (Y_1) on professional performance (Y_2)	.37**	5.26	Supported
H_4: Digital learning (X_1) on Islamic teaching competence (Y_1)	.36**	5.11	Supported
H_5: Local wisdom (X_2) on Islamic teaching competence (Y_1)	.19**	2.90	Supported
H_6: Digital learning (X_1) on professional performance (Y_2) through Islamic teaching competence (Y_1)	.13**	8.45	Supported
H_7: Local wisdom (X_2) on professional performance (Y_2) through Islamic teaching competence (Y_1)	.07**	8.75	Supported

Note: ** $p < .01$.

larly impacted by digital learning. Digital learning, which involves the use of digital tools, platforms, and resources, is a key predictor of teacher professional performance. Therefore, if teachers engage in digital learning extensively, it can lead to an improvement in their professional performance in terms of subject matter mastery, didactics, and pedagogy. Digital learning significantly improves professional performance, according to earlier research, which this conclusion supports (Parra-Camacho et al., 2023; Pujianto, 2024; Tee et al., 2024; Braun et al., 2024).

This study also provides empirical evidence of the significant impact of local wisdom on teachers' professional performance. Accordingly, a teacher's professional performance is significantly influenced by their local wisdom. The professional performance of teachers can be enhanced when they successfully integrate elements of local wisdom, including local knowledge, values, skills, resources, and decision-making processes, into their practice. This result is consistent with other research showing that professional performance can be influenced by local wisdom across a variety of organizational and work settings (Fajar et al., 2023; Satria et al., 2020; Bahri et al., 2021; Muchtar & Maas, 2021). This empirical fact emphasizes the crucial role of local wisdom in spurring teacher professional performance.

Additionally, the findings indicate a strong correlation between the professional performance of teachers and Islamic teaching competency. Therefore, it is possible that enhancing teachers' proficiency in Islamic instruction will boost their professional performance. As an illustration, improvements in designing effective lesson plans, delivering content clearly, and embodying Islamic ethical values among teachers can lead to improvements in their mastery of the subject, didactics, and pedagogy. This conclusion is consistent with earlier research showing a strong correlation between teaching competency and teacher professional performance (Makhambetova & Magauova, 2023; Mikušková et al., 2024; Otaki & Rahdarpour, 2023). This means that teachers' Islamic teaching competence needs to be continually improved through various approaches, methods, and strategies to have a greater impact on their professional performance.

Furthermore, this study demonstrates the significant impact of digital learning and local wisdom on Islamic teaching competency. This paper validates that digital learning and local wisdom are significant factors that influence teachers' Islamic teaching competency. Consequently, if digital learning and local wisdom are adopted and implemented intensively by teachers, they have great potential to improve teachers' Islamic teaching competence. As an illustration, when teachers use digital tools, platforms, and resources extensively, they are more likely to design effective lesson plans, deliver content clearly, and embody Islamic ethical values more effectively. Digital-based learning enables teachers to gather rich and diverse information about their teaching competence, including the development of effective lesson plans, precise content delivery, and the embodiment of Islamic ethical values.

This finding further supports Gameil and Al-Abdullatif (2023), who demonstrated that digital learning makes a significant contribution to teaching competence. Furthermore, regarding the relationship between local wisdom and the Islamic teaching competence of teachers, when local knowledge, values, skills, resources, decision-making processes, and group solidarity are used in the learning process, it is evident. When the potential of local wisdom is maximized to support learning, it can enhance teachers' teaching competence, both in subject mastery, didactics, and pedagogy. This finding is not entirely new, as previous studies have estimated the relationship between the two variables (Reformana et al., 2024). Thus, this finding confirms and strengthens previous evidence.

Our findings also provide fresh empirical evidence on the impact of digital learning local wisdom on teachers' professional performance, mediated by Islamic teaching competency. These findings confirm the mediating role of Islamic teaching competence in the transmission of digital learning and local wisdom into teacher professional performance, while also aligning with previous partial studies showing the influence of digital learning and local wisdom on Islamic teaching competence and its impact on teacher professional performance. Holistically, this

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study presents a new empirical model examining the influence of digital learning and local wisdom on teacher professional performance in the context of Islamic teaching competence. This model provides theoretical contributions to educational science, especially those inherent in the causal relationship between digital learning and local wisdom with teacher professional performance through the Islamic teaching competence mediation mechanism. Moreover, it offers practical implications for the implementation of Islamic religious education in Indonesia, such as MI, MTs, and MA in Indonesia, especially in order to improve teacher professional performance based on digital learning, local wisdom, and Islamic teaching competence.

CONCLUSION

This study focuses on the professional performance of teachers as an essential aspect of the education system. The objective was to examine the influence of digital learning and local wisdom on teacher professional performance, highlighting the mediating role of Islamic teaching competence. The results indicate that digital learning and local wisdom, both directly and indirectly, affect teachers' professional performance through Islamic teaching competence. This finding yields a new empirical model that provides insights worthy of critical, in-depth, and comprehensive discussion as a consideration to be adopted, adapted, or modified by researchers to enrich their future work.

In addition, the model can also be considered as input for school practitioners (management) to enhance the professional performance of teachers by leveraging digital learning, local wisdom, and Islamic teaching competence. Accelerative policies and specific prospective training programs to enhance teachers' capabilities in utilizing digital learning, local wisdom, and teaching competence in the learning process are worthy of being scheduled by school leaders.

Future research efforts should not overlook some of the study's limitations. First, it only used one data source (teachers). Second, the elimination of control variables could have affected the study's findings. Third is the inability to accommodate all theoretical indicators found in the literature. Finally, it relied on quantitative analysis based on SEM. Future studies with similar designs should provide different insights to address these limitations.

AUTHOR CONTRIBUTIONS

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APPENDIX A

Table A1. Variables, indicators, and items

Variables	Indicators	Items
Digital learning	DT	I utilize information and communication technology ICT equipment (computers, laptops, tablets, smartphones, etc.) to support learning activities
		I use ICT equipment according to learning needs
		I pay attention to students' conditions when using ICT equipment
	DP	I utilize various ICT platforms (Google Classroom, Microsoft Teams, Zoom, Kahoot, Quiziz, Canca, etc.) to support effective learning
		I use a variety of ICT platforms according to the needs of the learning material
		I consider students' conditions when using ICT platforms
	DR	I utilize various digital resources (e-books, learning videos, educational applications, LMS, etc.) in the learning process
		I use a variety of digital resources according to learning needs
		I consider students' digital skills when using digital resources
Local wisdom	LK	I am well-versed in local traditions
		I understand local cultural values that remain alive today
	LV	I maintain regional values that remain relevant today
		I utilize regional values to build social relationships
	LS	I possess traditional skills that are well-preserved
		I use conventional skills to solve various problems
	ES	I participate in maximizing the potential of local natural resources
		I collaborate with other community members to develop the region for greater progress
	LD-M	I participate in various joint decision-making processes
		I consistently support joint decision-making
	LGC	I support the spirit of mutual assistance that prevails in the community
		I support religious tolerance
Islamic teaching competence	DELP	I design lesson materials before teaching
		I prepare appropriate teaching methods before starting to teach
		I determine appropriate learning media for the lesson material before teaching
	DCC	I use words that are easy for students to understand when teaching
		I convey lesson materials in detail
		I use a clear voice when teaching
	EIEV	I teach Islamic values as guidelines for student behavior
		I encourage students to practice Islamic teachings in their daily lives
		I demonstrate how Islamic teachings are a foundation for achieving success
Professional performance	Sub	I am an expert in the material I teach
		I regularly evaluate course materials
		I frequently update content
	Did	I use a variety of teaching strategies
		When delivering material, I consider student qualities
		When teaching, I consider classroom dynamics
	Ped	When teaching, I consider students' interest in learning
		Throughout the learning process, I consider students' true personalities
		I collaborate with students to find solutions to various learning challenges

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