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IMPLEMENTATION OF THE MINISTRY OF RELIGIOUS AFFAIRS' POLICY MANAGEMENT TOWARDS IMPROVING THE PROFESSIONAL COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN STATE HIGH SCHOOLS

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Abstract

This study aims to analyze and describe the management of the implementation of Ministry of Religious Affairs policies in improving the professional competence of Islamic Religious Education teachers in public senior high schools in Banten Province, covering policy planning, communication and coordination, implementation of competency development, monitoring, evaluation, and supporting and inhibiting factors. The study employed a qualitative approach with a descriptive design. The research data covered the planning, coordination, implementation, monitoring, and evaluation of Ministry of Religious Affairs policies. Data sources included research informants, policy documents, program reports, and relevant institutional documents. Data were collected through interviews, observations, and documentation involving the Regional Office of the Ministry of Religious Affairs of Banten Province, PAI supervisors, schools, and PAI teachers. The data were analyzed through data condensation, data display, and conclusion drawing. The results show that policy implementation is carried out regularly and continuously through the Teacher Professional Education Program, Continuing Professional Development, PAI Subject Teachers' Deliberation, curriculum and digital learning training, academic supervision, and professional development activities. These programs contribute to improving PAI subject knowledge, pedagogical skills, lesson planning and instructional materials development, digital literacy, and teachers' ability to adapt to curriculum changes. Supporting factors include Ministry of Religious Affairs policies, the role of supervisors, the existence of MGMP, and school support, while inhibiting factors include differences in digital literacy, administrative workload, resistance to innovation, and uneven program implementation. The study emphasizes the importance of strengthening coordination, mentoring, and continuous evaluation to ensure that policy implementation has a tangible impact on improving the professional competence of PAI teachers.

Keywords

Ministry of Religious Affairs, Policy management, Professional competence, Public senior high schools.

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INTRODUCTION

The Ministry of Religious Affairs has a strategic position in managing policies to improve the professional competence of Islamic Religious Education (PAI) teachers through various programs, such as Teacher Professional Education (PPG), training in implementing the Independent Curriculum, academic supervision, ongoing professional development, strengthening the PAI MGMP, digital learning training, and post-PPG coaching (Ramdani et al., 2025). The document shows that the national policy is directed at improving teacher competency, and its implementation in Banten Province is carried out through various competency development activities. However, there is an interesting issue to be studied academically, namely the extent to which the policy is actually implemented in practice and results in changes in the professional competency of Islamic Religious Education teachers in Senior High Schools in Banten Province. Data in the document shows that of the 425 ASN Islamic Religious Education teachers in Senior High Schools in Banten Province, there are still 147 teachers who have not participated in PPG or have not been certified (PAI, 2024). The data indicates that approximately one-third of the teachers mentioned are still outside or have not completed the professionalization process through PPG/certification. This condition is an academic problem because the existence of competency improvement policies and programs does not automatically guarantee that all teachers gain access to, participate in, and implement the results of this professional development in their learning. Even after obtaining certification, the document emphasizes the importance of post-PPG coaching so that teachers do not stop learning after obtaining a teacher certificate. Therefore, this study needs to examine how the Ministry of Religious Affairs' policy management is translated at the implementation level, starting from policy planning, communication and coordination, program implementation, teacher development, supervision, to evaluation and follow-up. The main issue is not only whether PPG programs, training, MGMP, and supervision are available, but how the management of these policies can produce real changes in material mastery, pedagogical-professional skills, technology utilization, learning innovation, and teachers' ability to conduct comprehensive learning evaluations.

Furthermore, academic problems are also evident in the gap between various implemented policy programs and the actual conditions of Islamic Religious Education teachers in the field. The document notes that the policy to improve teacher professionalism has been supported by digital learning training programs, workshops on teaching materials for the Independent Curriculum, academic supervision, strengthening of the Senior High School Islamic Religious Education Groups (MGMP PAI), and post-PPG guidance. However, at the same time, low digital literacy, resistance to innovation, administrative burdens, variations in policy implementation, and the use of conventional lecture- and memorization-based learning methods are still found. These conditions demonstrate that the success of policy implementation is determined not only by the availability of programs, but also by supporting and inhibiting factors at the implementation level. Supporting factors include the existence of competency development policies and programs from the Ministry of Religious Affairs, support from the Banten Provincial Ministry of Religious Affairs Regional Office, the role of the BGTK, the MGMP PAI, the PPG program, digitalization training, academic supervision, and strengthening a professional work culture and integrity. Meanwhile, inhibiting factors identified include limited digital literacy, resistance of some teachers to innovation, administrative burdens, differences in teacher abilities and backgrounds, and the lack of uniformity in policy implementation. In fact, documents show that some Islamic Religious Education teachers come from non-educational backgrounds, so even though they have a good mastery of religious material, they do not necessarily have the same mastery of pedagogical competencies, modern learning strategies, and technology-based evaluation.

Several relevant studies show that the policies and guidance of the Ministry of Religious Affairs are linked to improving the professional competence of Islamic Religious Education teachers. (Utami et al., 2025) with the result that the development of the Head of the Ministry of Religion Office and the competence of supervisors made a positive and significant contribution to the implementation of the professional competence of Islamic Religious Education teachers. (Anam & Iskandar, 2025) The results showed that the implementation of in-service training at the Regional Office of the Ministry of Religious Affairs supported the development of professional competencies of Islamic Religious Education teachers through flexible, experience-based, and

applied learning (Munawir et al., 2025), with the result that the professional competence of Islamic Education teachers still varies, especially in mastery of material, use of innovative methods, and implementation of learning, because some teachers still use conventional methods. (Nurdiniyya et al., 2025)The results show that the management of PPG and TPG for Islamic Religious Education teachers is carried out through data-based planning and cross-unit coordination and contributes to improving teacher professionalism, despite still facing administrative and technological obstacles. Furthermore, research (Mubarok et al., 2026) found that the dualism of the policies of the Ministry of Education, Culture, Research and Technology and the Ministry of Religion affects certification, curriculum, supervision, career development, and professionalism of Islamic Education teachers in public schools.

The research gap lies in the absence of comprehensive studies linking the management of the implementation of Ministry of Religious Affairs policies with the improvement of the professional competence of Islamic Religious Education (PAI) teachers in public high schools, particularly in Banten Province. Previous studies tended to examine specific aspects, such as guidance and supervision, in-service training, competency standards, PPG and TPG, or policy dualism, thus failing to fully explain how Ministry of Religious Affairs policies are planned, communicated, coordinated, implemented, monitored, evaluated, and followed up at the regional and educational unit levels. However, in the context of Banten Province, there are still issues with teacher professional development, as indicated by 147 of the 425 ASN PAI teachers in public high schools who have not participated in PPG or have not been certified. This condition indicates that there is room for research to understand the gap between the designed policies and their implementation and results in the field.

The novelty of this research lies in the development of an integrated management analysis of the implementation of the Ministry of Religious Affairs policy to improve the professional competence of Islamic Religious Education teachers in public senior high schools in Banten Province. The research not only examines the existence or impact of specific programs, but also analyzes the entire implementation process, including policy planning, communication and coordination between actors, the implementation of competency development programs such as PPG, training, MGMP, academic supervision, PKB, and post-PPG mentoring, as well as

monitoring, evaluation, and follow-up. Furthermore, the research identifies supporting and inhibiting factors in implementation, resulting in a more contextual understanding of how the Ministry of Religious Affairs policy is managed to strengthen the professional competence of Islamic Religious Education teachers in public senior high schools.

Theoretically, this study has a strong conceptual foundation in analyzing research problems. It is based on several theoretical perspectives relevant to policy implementation and teacher professional competency development. First, the theory of policy implementation (Sururi et al., 2023) which emphasizes four main factors, namely communication, resources, disposition, and bureaucratic structure. Second, Mazmanian and Sabatier's implementation theory (Hill & Hupe, 2002) which explains that successful implementation is influenced by policy characteristics, the policy's ability to direct the implementation process, and the conditions of the policy environment. Third, (Birkland, 2005) which views policy as a process involving policy formulation, actors, implementation, evaluation, and learning. Fourth, the theory (Grabowska & Jastrzebowska, 2022) which views education and training as investments to improve individual knowledge, skills, and productivity, making it relevant to explain PPG, training, PKB, and MGMP as instruments for developing teacher competency. Fifth, (Ritonga, 2020) which emphasizes resource management and organizational strategy in achieving goals. These five perspectives are used complementarily to analyze how the Ministry of Religious Affairs' policies are managed and implemented through communication, resources, coordination, teacher development programs, and evaluation to improve the professional competence of Islamic Religious Education teachers in public high schools in Banten Province.

Based on the background and research gaps, this study aims to analyze and describe the management of the implementation of the Ministry of Religious Affairs policy in improving the professional competence of Islamic Religious Education teachers in Public Senior High Schools in Banten Province, including policy planning, communication and coordination, implementation of competency development programs, monitoring and evaluation, as well as supporting and inhibiting factors for policy implementation. This study is expected to provide theoretical contributions to the development of Islamic education policy management studies, especially regarding the implementation of policies in developing the professional competence

of Islamic Religious Education teachers, as well as practical benefits for the Ministry of Religious Affairs and education stakeholders in strengthening the management, coordination, mentoring, and evaluation of teacher professional development programs so that policy implementation can take place more effectively, contextually, and sustainably.

METHOD

This research is a qualitative study with a descriptive-interpretive approach. This research was conducted for ten months, from November 2025 to July 2026, to understand in depth the process and dynamics of the implementation of the Ministry of Religious Affairs policy management in improving the professional competence of Islamic Religious Education (PAI) teachers in Public Senior High Schools in Banten Province. The research data consist of data on the planning and implementation of Ministry of Religious Affairs policies, policy communication and coordination, PAI teacher competency development programs, teacher responses to policies, monitoring and evaluation, as well as supporting and inhibiting factors for policy implementation. The primary data sources consisted of ASN PAI teachers in Public Senior High Schools, officials from the Regional Office of the Ministry of Religious Affairs of Banten Province who handle Islamic religious education, and PAI supervisors, while secondary data consisted of regulations, policy documents, training program documents, and supporting documents for teacher professional development. The selection of informants was carried out purposively by considering direct involvement in policy implementation.

Data collection techniques included observation, in-depth interviews, and documentation studies. Observations were used to obtain an overview of policy implementation practices; in-depth interviews were used to explore policies, teacher responses, and supporting and inhibiting factors for professional competency development, while documentation was used to supplement and verify data from regulations, policies, training programs, and Islamic Religious Education teacher professional development documents. Data were analyzed using an interactive model (Miles, MB, Huberman, AM, & Saldaña, 2014) through the stages of data reduction, data presentation, and drawing and verifying conclusions. Next, the researcher conducted a critical analysis of the findings by comparing the empirical data with relevant policy implementation

and competency development theories, and comparing them with previous research findings to identify patterns, congruences, differences, and substantive meanings of the Ministry of Religious Affairs' policy implementation. Data validity was strengthened through triangulation of sources and techniques by comparing the results of observations, interviews, and documentation from various information sources.

FINDINGS AND DISCUSSION

Findings

Based on data from interviews, documentation, and observations conducted at the Regional Office of the Ministry of Religious Affairs of Banten Province, the Religious and Religious Education Division in Secondary Education of the Regional Office of the Ministry of Religious Affairs of Banten Province, Islamic Religious Education (PAI) Supervisors, and ASN PAI teachers at Public High Schools in Banten Province. The findings show that the implementation of the Ministry of Religious Affairs policy in improving the professional competence of PAI teachers is carried out systematically, sustainably, and integrated with national education policies.

Table 1. Implementation of the Ministry of Religion's Policy Management on Improving the Professional Competence of Islamic Education Teachers in Public High Schools in Banten Province

No	Research Focus	Policy Planning and Implementation	Policy Communication and Coordination	Development of Professional Competence of Islamic Education Teachers	Monitoring, Evaluation, and Follow-up
1	Implementation of the Ministry of Religion's policies	The policy is aimed at improving the professional competence of Islamic Religious Education teachers through PPG, PKB, Independent	Implementation involves the Banten Province Ministry of Religion Regional Office, PAI supervisors, schools, MGMP, and PAI teachers.	Development is directed at mastery of Islamic Religious Education material, pedagogical skills, development of	Monitoring is carried out through supervision, coaching, program evaluation, and follow-up on teacher

		Curriculum training, digitalization of learning, academic supervision, MGMP PAI, and post-PPG coaching.		learning tools, utilization of technology, and adaptation to curriculum changes.	competency development.
2	Implementation strategy	The program is tailored to the needs of improving teacher professionalism and the demands of educational development.	Communication is carried out through socialization, coaching, MGMP, supervision, training, and coordination between policy implementers.	The strategy is implemented through ongoing training, PPG, PKB, strengthening MGMP, digital training, and teacher mentoring.	The results of the implementation form the basis for further development and strengthening of teacher professional development programs.
3	Islamic Education teacher's response	Teachers follow established development programs and adapt to policy demands.	Teachers obtain information and direction through supervisors, MGMP, schools, and Ministry of Religion coaching activities.	Teachers demonstrate efforts to improve mastery of material, learning strategies, use of technology, and understanding of the curriculum.	Teacher responses have not been entirely uniform; some still require assistance with digital literacy and learning innovation.
4	Supporting and inhibiting factors	Support from the Ministry of Religion's programs and the availability of various development activities are supporting factors.	The role of supervisors, MGMP, and inter-stakeholder coordination supports implementation; variations in communication and coordination pose challenges.	Support from training, coaching, and professional communities supports competency development; barriers include digital literacy and resistance to innovation.	Supervision and evaluation support program sustainability, while administrative burdens and variations in implementation across schools are inhibiting factors.

Source: Research data through interviews, observations, and documentation, 2026.

Planning and Implementation of Ministry of Religion Policy

Based on the results of interviews, documentation, and observations at the Regional Office of the Ministry of Religious Affairs of Banten Province, the Division of Religious Education and Religion in Secondary Education, PAI supervisors, and ASN PAI teachers at Public High Schools in Banten Province, it was found that the planning and implementation of the Ministry of Religious Affairs' policies in improving the professional competence of PAI teachers were carried out systematically and directed at the needs of teacher professional development. The policy was translated through the PPG program, PKB, curriculum training, learning digitalization, MGMP PAI, academic supervision, and post-PPG coaching. The program was implemented by considering the demands of educational development and the needs of teachers in improving material mastery, pedagogical skills, technology utilization, and the ability to adapt to curriculum changes.

Table 2. Planning and Implementation of the Ministry of Religion's Policy in Improving the Professional Competence of Islamic Education Teachers

No	Aspect	Research Findings
1	Policy direction	The policy is directed at improving the professional competence of Islamic Education teachers in accordance with educational demands and learning developments.
2	Program planning	The program is designed through PPG, PKB, curriculum training, MGMP PAI, digitalization of learning, supervision, and post-PPG coaching.
3	Policy implementation	The policy is implemented through training, coaching, mentoring, supervision, and ongoing professional development of teachers.
4	Program orientation	The program is aimed at improving mastery of Islamic Religious Education material, pedagogy, learning tools, technology, and understanding of the curriculum.
5	Policy adjustments	The implementation of the program is adjusted to the demands of curriculum changes and developments in learning needs.

Source: Research data through interviews, observations, and documentation, 2026.

Table 2 above shows that the Ministry of Religious Affairs' policy planning and implementation are not only oriented toward program implementation but also directed toward improving the professional competence of Islamic Religious Education (PAI) teachers. PPG and PKB are part of ongoing professional development, while curriculum training, learning

digitization, MGMP (Student Leadership Development Group), supervision, and coaching serve as supporting instruments for implementation. Thus, policy planning has been translated into various programs directly related to the professional needs of Islamic Religious Education (PAI) teachers.

The policy's implementation demonstrates efforts to adapt teacher competency development to changes in the educational environment. Teachers are not only directed to master Islamic Religious Education (PAI) material but are also required to develop learning tools, understand curriculum changes, utilize technology, and implement learning strategies tailored to student needs. These findings demonstrate that the implementation of the Ministry of Religious Affairs' policy is a continuous professional development process.

Communication and Policy Coordination of the Ministry of Religion

The research findings indicate that communication and coordination are crucial in implementing the Ministry of Religious Affairs' policy to improve the professional competence of Islamic Religious Education (PAI) teachers. Implementation involves the Banten Provincial Office of the Ministry of Religious Affairs, the Division of Religious Education and Religious Affairs in Secondary Education, Islamic Religious Education supervisors, schools, Islamic Religious Education Groups (MGMP), and Islamic Religious Education teachers. Policy communication is conducted through outreach, coaching, supervision, training, MGMPs, and coordination between implementers. These mechanisms serve to convey policy information and provide direction to teachers regarding competency development programs that need to be implemented.

Table 3. Communication and Coordination in the Implementation of Ministry of Religion Policies

No	Aspect	Research Findings
1	Policy actors	The Banten Province Ministry of Religion Regional Office, related fields, PAI supervisors, schools, PAI MGMP, and PAI teachers are involved in implementing the policy.
2	Policy communication	This is done through socialization, coaching, supervision, training, and MGMP forums.
3	Coordination	Coordination is carried out between implementers to convey policies and connect programs with teacher needs.

4	The role of supervisors	Supervisors act as a liaison between the policies of the Ministry of Religion and the implementation and needs of teachers in schools.
5	The role of MGMP	MGMP is a forum for communication, information sharing, competency development, and exchange of professional experiences.
6	Challenge	The intensity of communication and coordination is not yet completely the same, so there are variations in understanding and implementation of policies.

Source: Research data through interviews, observations, and documentation, 2026.

Table 3 above shows that policy implementation involves a coordinative relationship between various actors with complementary functions. The Regional Office of the Ministry of Religious Affairs plays a role in directing policy, providing guidelines, and ensuring that programs are implemented in accordance with established regulations. Islamic Religious Education Supervisors carry out coaching, mentoring, and monitoring functions to assist teachers in understanding and implementing policies appropriately. Schools play a role in facilitating program implementation by providing facilities, organizing activities, and providing institutional support. Meanwhile, the MGMP (National Teachers' Group) serves as a space for professional development through experience sharing, discussions, and improving teacher competency. At the implementation level, teachers are the primary actors translating policies into learning practices, so successful implementation is greatly influenced by teachers' ability to adapt policies to the needs and conditions of students.

Communication is conducted through various channels to ensure teachers understand and implement policies. Socialization provides information on policies and programs, while coaching, supervision, training, and the MGMP (National Teacher Leadership Group) strengthen the process of translating policies into practice. However, variations in the intensity of communication and coordination remain a challenge because they can affect the level of understanding and consistency of implementation of Islamic Religious Education teacher competency development programs.

Development of Professional Competence of Islamic Education Teachers

Research results indicate that the development of Islamic Religious Education (PAI) teachers' professional competencies is carried out through various ongoing programs, both

organized and facilitated by the Ministry of Religious Affairs and through professional teacher communities. Development is directed at mastery of Islamic Religious Education (PAI) materials, pedagogical skills, the development of learning tools, the use of technology, curriculum understanding, and the ability to adapt to educational changes. The PPG (School Development Planning) program, PKB (Public Education Development Program), MGMP (School Leadership Development Program), digital training, supervision, and mentoring are the main instruments in improving teachers' professional competencies.

Table 4. Developing the Professional Competence of Islamic Education Teachers through the Implementation of the Ministry of Religion's Policy

No	Competency Aspects	Form of Development	Research Findings
1	Mastery of Islamic Religious Education material	PPG, PKB, training, MGMP	Teachers get the opportunity to update and deepen their mastery of Islamic Religious Education material.
3	Pedagogical competence	Supervision, training, coaching	Teachers develop learning strategies and learning tools according to students' needs.
3	Development of learning tools	Curriculum training and MGMP	Teachers receive support in preparing and adapting learning tools.
4	Digital literacy	Digital training and technology-based learning practices	Teachers are starting to increase the use of technology in learning, although some still need assistance.
5	Curriculum understanding	Curriculum training, socialization, MGMP	Teachers gain information and experience to adapt learning to curriculum changes.
6	Continuing professional development	PKB, MGMP, supervision, coaching	Competency development takes place continuously through various professional activities.

Source: Research data through interviews, observations, and documentation, 2026.

Table 4 above shows that the development of Islamic Religious Education (PAI) teacher professional competency encompasses various interrelated dimensions and is carried out through several forms of development activities. PPG strengthens teacher competency and professionalism through structured learning and practice, while PKB and MGMP provide space for continuous competency development through discussions, experience sharing, and problem-solving. Curriculum training helps teachers understand changes in policies, principles, and learning demands, enabling them to adapt their learning planning and implementation.

Meanwhile, digital training is aimed at improving teachers' ability to utilize technology to support the development of teaching materials, the use of learning media, learning management, and the development of learning strategies that are more adaptive to student needs.

Teacher responses to the program demonstrate efforts to improve mastery of material, learning strategies, technology use, and curriculum understanding. However, teachers' ability to adapt to change is not yet fully uniform. Some teachers still require mentoring, particularly in digital literacy and the implementation of learning innovations. Therefore, developing professional competencies requires a continuous process and does not stop with teacher participation in a training program.

Monitoring, Evaluation, Follow-up, and Supporting and Inhibiting Factors in Policy Implementation

The research findings indicate that monitoring and evaluation are crucial for ensuring the sustainability of the Ministry of Religious Affairs' policy implementation. Monitoring is conducted through supervision, coaching, program monitoring, and evaluation of teacher competency development. Monitoring results serve as the basis for further coaching and strengthening of professional development programs. Policy implementation is supported by the availability of Ministry of Religious Affairs programs, the role of Islamic Religious Education supervisors, MGMPs, training, coaching, and professional communities. Meanwhile, barriers identified include differences in digital literacy, resistance to innovation, administrative burdens, and variations in program implementation across schools.

Table 5. Monitoring, Evaluation, Follow-up, and Supporting and Inhibiting Factors

No	Aspect	Factors/Processes	Research Findings
1	Monitoring	Supervision and coaching	Monitoring is carried out to determine the implementation of the program and the development of teacher competencies.
2	Evaluation	Program evaluation and teacher development	Evaluation is used to identify achievements and further development needs.
3	Follow-up	Further coaching and mentoring	The evaluation results form the basis for strengthening and developing the next program.
4	Supporting factors	Ministry of Religion programs, supervisors, MGMP, training, and professional communities	Supporting the sustainable development of Islamic Education teacher competencies.

5	Inhibiting factors	Digital literacy, resistance to innovation, administrative burden, and variation in implementation in schools	It becomes an obstacle in the implementation of technology-based learning and innovation, reduces teachers' space for professional development, and causes the implementation and follow-up of programs to not be completely uniform.

Source: Research data through interviews, observations, and documentation, 2026.

Table 5 above shows that monitoring and evaluation serve as both a control and development mechanism in policy implementation. Supervision and coaching are conducted periodically to determine the level of program implementation, identify obstacles faced by teachers, and monitor competency development in learning. Evaluations provide information on the level of program achievement, the effectiveness of development activities, and competency aspects that still need to be strengthened. Evaluation results are then used as a basis for determining follow-up actions that are more appropriate to teacher needs, whether through coaching, individual mentoring, strengthening MGMP activities, further training, or other professional development programs. Thus, monitoring and evaluation not only serve to assess program achievement but also serve as a basis for continuous improvement so that policy implementation can run more effectively.

From a supporting perspective, the availability of development programs from the Ministry of Religious Affairs, the role of Islamic Religious Education supervisors, MGMPs (Vocational Education Forum), training, coaching, and professional communities are factors that strengthen policy implementation. Conversely, diverse digital literacy, resistance to innovation, administrative burdens, and varying implementation capacity across schools are inhibiting factors. These conditions indicate that sustainable policy implementation requires strengthened mentoring, coordination, monitoring, and follow-up tailored to teacher needs and the conditions of each school.

Discussion

The research results show that the planning and implementation of the Ministry of Religious Affairs' policy to improve the professional competence of Islamic Religious Education (PAI) teachers in public high schools in Banten Province is carried out through PPG (School

Development Planning), PKB (Pedagogical Development Planning), curriculum training, MGMP PAI (Islamic Religious Education Development Team), digitalization of learning, academic supervision, and post-PPG coaching. The policy is directed at improving mastery of Islamic Religious Education (PAI) material, pedagogical skills, the development of learning tools, the use of technology, and teachers' ability to adapt to curriculum changes. These findings align with the theory of policy implementation. (Nugroho, 2021) This explains that the success of policy implementation is influenced by communication, resources, the disposition of implementers, and bureaucratic structure. Competency development program planning demonstrates efforts to provide the instruments and resources necessary to translate policies into concrete activities. This finding can also be understood through the theory of street-level bureaucracy (Ekdahl, 2013). This position places implementers at the service level as those with a crucial role in translating policies into practice. In the context of this research, Islamic Education teachers and supervisors are not only recipients of policies but also actors who adapt programs to needs and conditions on the ground.

These findings are in line with research (Romli, 2026) which shows that the implementation of Islamic Education teacher competencies in the certification program is directed at strengthening pedagogical, professional, social, and personality competencies as part of improving the quality of education (RATONO, 2024). A study on in-service training for developing the professional competence of Islamic Religious Education teachers at the Regional Office of the Ministry of Religious Affairs also showed that the continuous professional development program can improve the professional competence of Islamic Religious Education teachers through training tailored to their characteristics and needs. Meanwhile, research (S. Anwar & Muhyi, 2026) found that teacher professionalism policies were implemented through certification, training, supervision, and collaboration with educational institutions, with institutional support being an important factor in their implementation. (Anggraini et al., 2025) Also, it shows that the professional development of Islamic Religious Education teachers through ongoing coaching, training, learning communities, and supervision contributes to improving competency and the quality of learning implementation. These four studies reinforce this study's finding that policies to improve teacher professionalism require concrete, sustainable programs

supported by professional development mechanisms. However, this study places greater emphasis on policy management at the Ministry of Religious Affairs level and its relationship to the implementation of Islamic Religious Education teacher competency development in public high schools.

Communication and coordination are crucial components in the implementation of the Ministry of Religious Affairs' policies. Implementation involves the Banten Provincial Office of the Ministry of Religious Affairs, the Division of Religious Education and Religious Affairs in Secondary Education, Islamic Religious Education supervisors, schools, Islamic Religious Education Groups (MGMP), and Islamic Religious Education teachers. Communication is conducted through outreach, coaching, supervision, training, and the MGMP, while coordination is conducted to connect policies with the needs of teachers in schools. This finding is highly relevant to the theory (K. Anwar & Dewi, 2026) which places communication as the primary variable in policy implementation. According to Edwards III, policies will have difficulty achieving their objectives if information about the policy is not conveyed clearly, consistently, and accurately to implementers. Perspective (Pahrudin HM, 2023) This is also relevant because implementers at the service level have the opportunity to translate policies according to field conditions. In this study, Islamic Religious Education supervisors and teachers are key actors interpreting Ministry of Religious Affairs policies, ensuring that communication and coordination occur not only vertically but also through horizontal interactions within the MGMP and professional communities.

This finding is in line with research (Tawai & Johanis, 2025) which uses the Edwards III model and finds that communication, resources, disposition, and bureaucratic structure influence the implementation of educational policies (Kurniati & Rofiah, 2024). The study on the implementation of the expertise spectrum policy at SMKN 2 Depok Sleman shows that socialization, workshops, communication with stakeholders, and organizational structure support are important parts of implementing the education policy. Meanwhile, the study (Redana & Suprapta, 2023) The research on the implementation of the Independent Curriculum also uses the Edwards III framework and places communication, resources, disposition, and bureaucratic structure as factors influencing policy implementation (Hasanah et al., 2026) also shows that the

effectiveness of education policy implementation is influenced by clear communication, resource readiness, coordination between actors, and organizational support in translating policies into practice in educational units. These four studies reinforce the findings of this study that communication and coordination are essential prerequisites for translating education policies into practice. However, this study expands on this understanding by showing that the communication of Ministry of Religious Affairs policies occurs through an institutional network involving supervisors, schools, MGMPs, and Islamic Religious Education teachers, making coordination a connecting mechanism between ministry-level policies and learning practices in public high schools.

The development of Islamic Religious Education (PAI) teachers' professional competencies is carried out continuously through PPG (School Development Program), PKB (PKB), MGMP (School Leadership Development Program), digital training, supervision, and mentoring. The competencies developed include mastery of Islamic Religious Education (PAI) material, pedagogical skills, development of learning tools, utilization of technology, curriculum understanding, and the ability to adapt to educational changes. These findings can be analyzed using theory (Hutapea & Nurianna Thoha, 2008) which views competence as a fundamental individual characteristic related to effective or superior performance in a job. In the context of Islamic Religious Education teachers, professional competence is not only related to mastery of material, but also to the ability to apply knowledge and skills in carrying out learning. In addition, human capital theory (Jusriadi & Rahim, 2019) positions education and training as investments that enhance individual knowledge, skills, and productivity. Based on this perspective, the PPG, PKB, training, MGMP, and mentoring programs can be viewed as investments in developing teachers' professional capacity, ultimately supporting the quality of learning.

This finding is in line with research (Puspita, 2024) This study examined the implementation of the Islamic Religious Education (PAI) MGMP in improving the professional competence of teachers at SMP Negeri 14 Samarinda. The study found that MGMP activities, including module development, scientific paper training, question-making training, and learning workshops, contributed to improving the professional competence of Islamic Religious Education (PAI) teachers. (Muhardi, 2025) shows that academic supervision by Islamic Religious Education

supervisors has a positive and significant impact on improving the professional competence of Islamic Religious Education teachers, particularly in planning, implementing, assessing learning, and professional development. Meanwhile, research (Akhyar et al., 2024) found that the professional competence of Islamic Education teachers still shows variation, especially in mastery of material and use of innovative learning methods. (Ahmad et al., 2025) also shows that professional development of Islamic Religious Education teachers through training, mentoring, learning communities, and ongoing supervision can strengthen their ability to design and implement learning that adapts to student needs. These four studies reinforce the finding that developing teacher professional competence requires training, professional communities, supervision, and ongoing development. However, this study places a different emphasis on these activities, placing them as part of the Ministry of Religious Affairs' policy implementation management, rather than as stand-alone development programs.

Monitoring and evaluation are conducted through supervision, coaching, program monitoring, and evaluation of teacher competency development. Evaluation results are used as the basis for coaching and follow-up on teacher professional development. Implementation is also supported by programs from the Ministry of Religious Affairs, Islamic Religious Education supervisors, MGMPs, training, coaching, and professional communities. Meanwhile, barriers identified include differences in digital literacy, resistance to innovation, administrative burdens, and variations in implementation capacity across schools. These findings are again relevant to theory.(Nawi, 2017)particularly the dimensions of resources, disposition, and bureaucratic structure. Resource limitations, implementer attitudes toward change, and organizational mechanisms can influence the consistency of policy implementation. (Suheri, 2026) It also helps explain that implementers at the school level face real-world conditions such as limited time, workload, resources, and student needs, which can lead to variations in policy implementation. Therefore, monitoring and evaluation are necessary to identify gaps between planned policies and implementation in the field.

These findings are in line with research (Maulidia & Masfini, 2025) which shows that supervision can be used as an effort to improve the professional competence of Islamic Education teachers and is carried out through the process of observation, coaching, and follow-up on

learning practices. (Faizatun & Mufid, 2020) also found that academic supervision of PAI supervisors and professional teacher group activities contributed to the professional competence of PAI teachers. Meanwhile, the research (Indrawati et al., 2026) This study shows that there is a problem between competency improvement policies and the administrative burden on educators; competency development needs to be balanced with efficient administrative management so as not to reduce teachers' focus on their professional functions. (Fauzan et al., 2025) Also showed that the effectiveness of teacher supervision and professional development is influenced by consistent monitoring, quality of mentoring, time availability, and institutional support in following up on evaluation results. These four studies reinforce the findings of this study that monitoring, supervision, and follow-up are necessary to maintain the sustainability of competency development, while administrative burdens and limited implementing capacity can be inhibiting factors. This study adds that these supporting and inhibiting factors need to be integrated into the overall management cycle of Ministry of Religious Affairs policy implementation.

Overall, the research results demonstrate an integrative relationship between policy planning and implementation, communication and coordination, professional competency development, and monitoring, evaluation, and follow-up. Planning provides direction for development programs, communication and coordination ensure that policies are accepted and understood by implementers, development programs enhance teachers' professional capacity, and monitoring and evaluation provide the basis for improvement and follow-up. This pattern is consistent with (Alauddin et al., 2025), which sees communication, resources, disposition, and bureaucratic structure as important elements of implementation, while complementing the perspective of (Wahab, 2021). The success of a policy is also influenced by the practices of its implementers at the service level. Therefore, the implementation of Ministry of Religious Affairs policies cannot be understood simply as program execution, but as a managerial process involving various actors and ongoing.

A closer look reveals that previous research on the professional competence of Islamic Religious Education teachers tends to focus on a specific instrument, such as MGMP, supervision, certification, or training, while research on policy implementation focuses more on the

dimensions of communication, resources, disposition, and bureaucratic structure. The research gap in this study lies in the paucity of studies that integrate the management of the Ministry of Religious Affairs' policy implementation with the comprehensive process of developing the professional competence of Islamic Religious Education teachers in public high schools, from planning to follow-up. The novelty of this study lies in the finding that improving the professional competence of Islamic Religious Education teachers occurs through a policy management cycle that connects planning and implementation, communication and coordination, competency development, monitoring and evaluation follow-up, with supporting and inhibiting factors influencing each stage. With this pattern, this study positions the Ministry of Religious Affairs, PAI supervisors, schools, MGMP, and teachers as a single, interconnected policy implementation ecosystem to improve the professional competence of PAI teachers in public high schools in Banten Province.

CONCLUSION

The results of the study indicate that the implementation of the Ministry of Religious Affairs policy to improve the professional competence of Islamic Religious Education teachers in public high schools in Banten Province is carried out through program planning and implementation, communication and coordination, competency development, as well as monitoring, evaluation, and follow-up. The policy is realized through PPG, PKB, MGMP PAI, curriculum and digital training, supervision, and ongoing coaching that contribute to strengthening mastery of Islamic Religious Education materials, pedagogical skills, learning tools, digital literacy, and curriculum adaptation. However, implementation still faces obstacles such as differences in digital literacy, administrative burdens, resistance to innovation, and uneven program implementation. The study concludes that the effectiveness of the policy is determined not only by the program, but also by ongoing communication, coordination, supervision, and follow-up. The implication is that teacher professional development needs to be carried out systematically according to school needs. Therefore, the Ministry of Religious Affairs needs to strengthen competency needs mapping, supervisor mentoring, MGMP optimization, digital training and learning innovation, and simplification of teacher administrative burdens.

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