

Research Article

# Professionalism of Lecturers of the Ulumul Qur'an Course at the Islamic Communication and Broadcasting Study Programme UIN Sunan Kalijaga Yogyakarta

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## ABSTRACT

The purpose of this essay is to examine and evaluate the professionalism of the lectures in the ulumul quran course and pinpoint areas that require improvement in order to significantly advance Islamic higher education at Yogyakarta's Sunan Kalijaga State Islamic University. This study employs a descriptive-narrative methodology and a qualitative research type. Data collection methods include reading texts from a variety of literary works, scientific articles, and laws and regulations pertaining to the subject of the study, such as Aamely Law Number 14 of 2005 Concerning Teachers and Lecturers to Determine the Professionalism of Lecturers. The study's findings show that ulumul qur'an lecturers in the Islamic communication and broadcasting study program at Sunan Kalijaga State Islamic University in Yogyakarta adhered to the professional standards set forth by Law No. 14 of 2005 Concerning Teachers and Lecturers, ensuring that lecturers "strongly reflect a professional attitude." Training, cooperation with other institutions, and institutional support can all help to enhance the development of lecturer professionalism, which will raise the standard of Islamic higher education. The significance of lecturers' professionalism can be better understood thanks to this study. Institutions can enhance professional attitudes in lectures and create training programs by identifying the components of professionalism that are already good. This will help to raise the standard of education at uin Sunan Kalijaga Yogyakarta. The professionalism of instructors in the context of studying the Ulumul Qur'an is explicitly examined in this study. The ulumul quran course and the idea of lecturer professionalism are connected in this study, providing an interdisciplinary viewpoint that can raise the standard of instruction at UIN Sunan Kalijaga Yogyakarta.

**Keywords:** Professionalism; Challenges of Professionalism; Learning Ulumul Qur'an

## 1. INTRODUCTION

Education must keep pace with, and even surpass, advances in science and technology. Preparing a generation that is able to adapt to any changes, especially advances in information and technology, in accordance with their respective fields is a challenging responsibility for the education sector. Graduates of the education system must have competence in the cognitive (knowledge), emotional (attitude), and psychomotor (skills) domains, according to Kurniati (Kurniati et al., 2020). They should also be able to utilize the technology they have to support their productive work in other fields or in managing available natural resources (Rosina et al., 2021).

In addition, education graduates need to have new capabilities such as teamwork, higher-order thinking, which includes critical thinking and a philosophical understanding of what critical thinking is; creative thinking, which includes the ability to come up with and develop original solutions to real-world problems; and effective use of new information technologies, which refers to the current millennial era's capacity to use rapidly evolving technologies (Wardoyo, C., Narmaditya, B. S., & Wibowo, 2021). As explained, the various demands on graduates from the education sector require efficient teaching strategies and skills, which instructors or educators are also competent enough to fulfill. This means that educators are also encouraged to cooperate with their peers and acquire the necessary skills to improve their competence. In this regard, professionalism is key to achieving this goal.

Developing an efficient learning system is the ultimate goal of learning practice every time learning takes place. Teachers, in this case lecturers, will concentrate on the ultimate goal of the learning process, which is effective learning. According to the principles of the Tri Dharma of Higher Education, lecturers—who are qualified educators and scientists—are primarily responsible for transforming, developing, and disseminating information, technology, and art

through teaching, research, and community service. Unlike primary and secondary school teachers, lecturers are employed by higher education institutions and are required to have certain academic abilities and credentials. In addition to teaching, lecturers also conduct research and provide community service, which makes their work essential to improving the standard of higher education in Indonesia (Idris, 2020). When students understand the lecturer's message, which can be viewed as gaining students' understanding of the content delivered in class, learning is considered effective. Of course, lecturers and students do not necessarily feel the benefits of good learning. In applying learning pedagogy, professional educators must provide treatment, and students with an adequate level of understanding must also support this. The existence of a curriculum that outlines how to organize learning in educational institutions in a planned, measured, and structured manner in order to convey material messages to students in order to achieve effective learning that has been planned in advance will support the achievement of student learning achievement, which is the final result of the processes that take place in the learning system in each educational unit.

Lecturers have an important role in the educational process. We cannot separate the process of guiding students from the development of their personal potential, elevating them above other students due to their unique interests and talents. Lecturers have a significant influence on the individual development of the nation's next generation. The progress of the nation's education system depends heavily on the professional capacity of educators to deliver and implement teaching in schools and post-secondary institutions in a way that balances scientific and technological advances with an appropriate level of educational quality.

Education and lecturer professionalism have a close relationship and influence each other. A good education not only provides theoretical knowledge but also equips lecturers with the pedagogical skills necessary to teach effectively. Lecturers who have a strong educational background tend to be better able to develop innovative teaching methods, adapt to students' needs, and create a conducive learning environment. In addition, lecturers' professionalism is also reflected in their commitment to continuous learning and self-improvement through training, research, and collaboration with peers. Thus, improving the quality of lecturers' education directly contributes to their professionalism, which in turn will improve the quality of education in the institutions where they teach. Some articles similar to the research entitled 'Professionalism of Ulumul Qur'an Lecturers at the Islamic Communication and Broadcasting Study Programme of UIN Sunan Kalijaga Yogyakarta' include studies that also examine the professionalism of lecturers or teachers in the context of Islamic education. Based on the review conducted by researchers, here are some previous studies that serve as guidelines in this study, which are arranged systematically based on the variables in this study:

First, an article by Rendy Saputra with the title 'Professional Lecturers in the Learning Process of Islamic Religious Education at STAIYO Wonosari' in 2020. The research shows that a minimum of S2 education, educator certification, personality integrity, and a sense of responsibility for the assigned tasks are some of the requirements that must be met to become a professional lecturer in the field of Islamic religious education (Kefi, 2023). The lecturers at STAIYO WONOSARI show their professionalism by using various teaching techniques, such as making semester learning plans (RPS) and organising lectures that include individual and group assignments in addition to practical activities such as prayer and reading the Qur'an. Taking all these things into consideration, this research highlights the importance of professional lecturers in building a friendly and quality learning environment for students enrolled in the Islamic Education Study Programme. This research focuses on Islamic religious education in general at STAIYO Wonosari, not specifically on Ulumul Qur'an or any particular study program. In addition, this article emphasises more on the implementation of lecturers' professionalism in the process of Islamic education lectures as a whole, while the research written by the researcher is more specific to the attitude of Ulumul Quran lecturers in the faculty of communication and Islamic broadcasting at Sunan Kalijaga State Islamic University Yogyakarta.

Second, an article by Sa'adah Fitriani Lubis with the title 'Teacher Professionalism in the Qur'an Study of Surah "Abasa" published in the EDU RILIGIA journal: Vol. 2 No. 3 in September 2018. The results showed that humans benefit from the wisdom taught in Surah 'Abasa because they are aware of what needs to be done, what needs to be ignored, and what needs to be considered in order to live in harmony. There are four sub-discussions in Surah 'Abasa, namely: the command to inform Prophet Muhammad about Allah's warning, Allah issued a warning in the Quran, plants are among Allah's favours, and the terrible events of the Day of Judgement. This article has made a number of contributions in the field of education, especially for teachers, after being translated by a number of translators. The research by Sa'adah Fitriani Lubis examines teacher professionalism based on the Qur'anic perspective and focuses on a particular surah, while the research conducted by the researcher emphasises more on the practice of lecturer professionalism in the context of learning Ulumul Qur'an in the Islamic communication and broadcasting study program at Sunan Kalijaga State Islamic University Yogyakarta.

This study specifically examines the professionalism of lecturers in the context of Ulumul Qur'an learning in the Islamic Communication and Broadcasting Study Programme, while previous studies more generally discuss the

professionalism of lecturers in the context of Islamic education as a whole. This study aims to analyse and evaluate lecturers' professionalism directly related to lecturers of Ulumul Qur'an courses, whereas previous studies may have focused more on understanding competence in general or the effect of professionalism on learning outcomes without specification to a particular subject. This article aims to explore and analyse aspects of the professionalism of lecturers of Ulumul Qur'an courses as well as identify areas that need improvement in order to make a significant contribution to the development of Islamic higher education, particularly in the Islamic Communication and Broadcasting Study Program at Sunan Kalijaga State Islamic University Yogyakarta.

## 2. RESEARCH METHOD

This research uses a descriptive qualitative research approach, or desk research, and the data collection method is text reading, which refers to the method of collecting information from various literatures, scientific publications, and laws and regulations relevant to the research topic. Data is collected using this strategy in practice from pre-existing written sources, including books, journal articles, court documents, research reports, and more. Researchers are required to read, synthesise, and evaluate various written sources. After data collection, analyses are conducted to find information, topics, and patterns relevant to the research topic. The use of qualitative methods using literature requires skills to carefully analyse written data (Pathak *et al.*, 2013). The aim is to ensure that the data found supports the argumentation and understanding of the research topic comprehensively (Darmalaksana, 2020). The data collected were classified into sub-discussions and analysed using content analysis techniques, then compiled descriptively-narratively into a systematic and accountable article. This text study-based qualitative method is a good choice because researchers can find the data needed in the form of existing texts and literature. This approach provides flexibility in approaching the research topic without having to conduct field research, which may be cumbersome.

## 3. RESULTS AND DISCUSSION

### 3.1 Evaluation of Lecturer Learning in Ulumul Qur'an Course

According to Ozga and Lawn (Ozga & Lawn, 2017), professionalism is the dedication of professionals to improve their professional skills and consistently develop the methods they use to do their work in accordance with their profession. Anwar goes on to say that a professional performs his duties in accordance with the standards of his field, or, in other words, has the abilities and attitudes required for the job (Anwar, 2018). These competencies include information, abilities, and basic principles represented in mindset and behaviour (Arifai, 2018). Professionalism, on the other hand, is seen as the aptitude that a person must possess to fulfil their professional obligations, such as teaching. Thus, the term 'educator competence' refers to the behaviours, actions, and outcomes that educators must demonstrate during the teaching and learning process. In addition, proficient teachers must be able to adapt to social situations and have strong personality competence (Hamalik, 2009). The study of professionalism differs from country to country based on priority viewpoints.

The level of professionalism varies from country to country. For example, three domain standards, namely professional knowledge, professional practice, and professional engagement, are applied in Australia (Manasia *et al.*, 2019). The professional learning framework for the teaching profession, the professional ethical standards of lecturers, namely, moral principles or civility that serve as guidelines on how an educator should behave and act professionally, and the professional practice standards of lecturers are the three standards used by the professional standards for educators in Ontario, Canada. The Malaysian government adheres to the belief that in order to enhance the ability of PPPs (Education Officers) to fulfil their duties effectively and efficiently at various career levels, it is imperative for lecturers to become more professional (Kholis & Murwanti, 2019).

Regarding lecturers' competence, Law No. 14/2005 on Teachers and Lecturers and Government Regulation No. 19/2005 on National Education Standards, which regulates four competencies, namely pedagogic, personality, social, and professional competence, become the benchmark of lecturers' professionalism. Professionalism development in the field of education is achieved through various learning activities organised both inside and outside the classroom. Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers states that professional educators are responsible for carrying out their duties at all levels of education. Teachers are required to be able to explain and provide learning activities that are tailored to the needs of students. A professional educator is one who can fulfil his innate duty to advance science and his commitment to the field of education and who can apply his knowledge scientifically in addition to his professional knowledge.

Government policy support is also needed for the professional development of Indonesian educators. In this situation, the policy relates to curriculum development as a response to global issues, which systematically calls for curriculum quality. Any modifications made to the curriculum must be comprehensive and impact all stakeholders, including teachers.

However, unlike in higher education, professional development for educators requires the right paradigm for successful and efficient implementation. College administration usually has more power to oversee the curriculum, educational framework, and other issues directly related to their growth. As a result, there are constant discussions regarding college administration. This study examines the relationship between policy and the demands placed on educators (lecturers) for professional development, as well as how they manage these obligations while considering their own interests.

According to some researchers, motivation or equal compensation is needed to improve the professionalism of educators (lecturers) or as a result of it (Artatie, 2018; Saputra, 2020). In addition, Wardoyo et al. clarified that when educators are only concerned with delivering knowledge and information, there is a gap in their professionalism (Wardoyo et al., 2017). In this situation, teachers not only concentrate on how to provide educational opportunities to children but also how to become more professional in accordance with relevant government regulations. Professionalisation is rewarded with increased salaries and benefits. The governments of several countries, including Indonesia, have enacted laws to make teachers and lecturers more professional. Promotion with incentive modifications, teacher recognition, performance-based compensation or reward programs, and other initiatives are examples of how these efforts are put into practice. According to these efforts, it can directly affect the dedication and professionalism of educators' organisations while encouraging them to be more motivated and satisfied with their work (Idris, 2020). Prijambodo claims that educators are encouraged to become more professional in order to fulfil government policy expectations of the profession. This increased professionalisation is expected to improve living standards (Prijambodo, 2013).

Since professionalism includes high quality in technical subjects, lecturers' multidisciplinary skills, the ability to design learning, implement the teaching process, and maintain relationships with students, professionalism is necessary for the advancement of education in Indonesia. In this case, lecturers are experts both in the subjects they teach and in their educational duties. If lecturers have knowledge of teaching psychology, then students will be able to grasp the concepts. Professionalism is very important for the advancement of education in Indonesia, and professionalism also includes professional behaviours that encourage perfect results through the use of appropriate work methods. To advance Indonesian education, it is essential for lecturers to have a responsible attitude towards their work and be professional in their approach to students. To work professionally, one must have a certain set of abilities, character, and knowledge. Professional lecturers can certainly advance education to benefit the future of Indonesia, because this country has qualified experts in their fields (Susanto, 2020).

The professionalism demands of a job are basically a list of qualities that a candidate must possess in order to be hired. A person cannot be considered a professional if they do not meet those standards. Therefore, he or she is not qualified for the position. Given that lecturing is a professional occupation, LPTK adopts a curriculum that emphasises competence. The four main components of lecturer competence are educational, professional, social, and personal competence. Competence, in relation to education professionals, is defined as performance or activity that is reasonable and meets the requirements when carrying out educational responsibilities, including necessary qualities such as being quality-orientated and relevant to teaching (Mulyasa, E. 2006). According to Law No. 14/2005 on Teachers and Lecturers, a professional lecturer must have four main qualities, namely professional competence, pedagogical competence, social competence, and personality competence.

1. The professional ability of lecturers. The terms competence and professional are the root words of the expression professional competence of lecturers. Ability or skill is the fundamental definition of competence. The capacity and authority of lecturers in carrying out the teaching profession is one of the definitions of lecturers' professional competence. Therefore, lecturers who are proficient in their careers can be referred to as competent and professional lecturers. Work that can only be done by someone who has academic credentials, competencies, and educational certificates that fulfil the requirements of a particular degree is considered professional competence.
2. The pedagogical competence of lecturers. Pedagogy is an educational theory that questions what and how to teach as efficiently as possible. The main task of lecturers is to teach and inform students about various issues in education and various activities, both inside and outside the classroom, while pedagogy in Greek is understood as the science of teaching children to discuss various problems or issues in education and educational activities. The main task of lecturers is to teach and educate students, both inside and outside the classroom. Teaching and educating students both inside and outside the classroom is the main responsibility of lecturers, all of whose problems are related to education and educational activities. Lecturers always assist students who need basic information, skills, and mindsets to face life in the future. According to the learning process, a lecturer's ability to oversee the learning growth of their students is known as pedagogical competence. For the sake of the country, all lecturers must be able to understand this.
3. The social competence of lecturers. Social competence is the ability of lecturers to understand their role in society and carry out their duties as citizens and members of society (Satori et al., 2008). Lecturers can help society by

understanding and upholding relevant norms and values because they are part of society, in addition to carrying out the duties listed in the fourth paragraph of the Preamble of the Constitution of the Republic of Indonesia. Establish open communication with students, fellow lecturers, school staff, parents or guardians of students, and society in general. Effective utilisation of information and communication technology is also important, as is written and oral communication.

4. The personality competence of lecturers. A lecturer must have three types of competence: professional, educational, and social. Lecturer personality competence is one of them. Personality competence for classroom lecturers and lecturers at all levels of primary to secondary education is described in the Minister of Education Regulation No. 0.16 of 2007 on the Qualifications and Competencies of Lecturers. Meanwhile, according to Government Regulation Number 19 of 2005 concerning National Education Standards, lecturers must have a noble, stable, mature, wise, dignified, noble, and constantly developing personality (Amirudin, 2019).

### 3.2 Principles as a Lecturer

The following are the findings of the professionalism of lecturers in the ulumul Qur'an course of the Islamic Communication and Broadcasting study program at UIN Sunan Kalijaga Yogyakarta, based on observations of several principles of professionalism in Law Number 14 of 2005 concerning Teachers and Lecturers:

1. The first principle is that lecturers have talent, interest, passion, and idealism in educating students. Ulumul Qur'an lecturers in the Islamic Broadcasting Communication study program have a talent for deep mastery of material, which allows them to convey information clearly and effectively to students. This is very beneficial because mastery of the material contributes to the quality of teaching and learning. Ulumul Qur'an lecturers in the Islamic Broadcasting Communication study program have a high interest in their scientific field and tend to be more innovative and creative in teaching. As part of the Tridharma of Higher Education, lecturers are quite enthusiastic in conducting research and community service (Khairuddin, 2019). This enthusiasm also affects the way lecturers interact with the class, creating an interesting and enjoyable learning environment. Calling refers to a lecturer's emotional and moral commitment to their profession. Lecturers who feel called to teach usually show high dedication in their duties, trying to provide the best for students. This includes conducting regular self-evaluations to improve teaching quality and finding new ways to support student development (Khairuddin, 2019). This calling often relates to the ethical and moral values held by lecturers. Meanwhile, idealism reflects a lecturer's long-term vision and goals in education. Idealistic lecturers aim to develop their students' critical thinking and character in addition to imparting knowledge. They believe that education is a tool for social change and seek to instill positive values in students (Simarmata, 2016). This idealism encourages lecturers to continuously improve their teaching methods, such as using interactive discussion methods to increase student participation (Simarmata, 2016). Overall, the combination of talent, interest, passion, and idealism forms the professionalism of lecturers, who are not only measured by their academic competence but also by their dedication to student development and contribution to society.
2. The second principle is that lecturers are dedicated to improving the quality of education, religion, piety, and morals. Lecturers of the Ulumul Qur'an Islamic Communication and Broadcasting Study Programme of UIN Sunan Kalijaga Yogyakarta have demonstrated professionalism in the field of improving the quality of education through a number of initiatives and strategies. These lecturers develop curriculum and learning strategies in response to student needs and scientific advances. To increase student engagement in the learning process, this involves the utilisation of learning technology and interactive approaches (Sinambela, 2017). In addition, lecturers regularly assess student learning outcomes and provide useful criticism. This encourages students to be more engaged in their learning. The professionalism of lecturers in the aspect of increasing faith and piety can be seen through teaching Ulumul Quran, where lecturers integrate the values of faith and piety in every material taught. For example, explaining the historical and spiritual context of Quranic verses and their relevance to everyday life (Sinambela, 2017). Lecturers show noble morals and good behaviour that become role models for students. Lecturers also reflect religious values in their daily actions, both inside and outside the classroom (Simarmata, 2016). In addition, lecturers encourage students to discuss moral and ethical issues relevant to Islamic teachings that can help them internalise the values of piety, as well as facilitate discussions on how the teachings of the Quran can be applied in a modern context (Asih et al., 2018). Lecturer professionalism in the aspect of developing noble character-based learning can be seen through the attitude of lecturers who are able to develop a curriculum that not only focuses on academic aspects but also on student character building. This can be done through group projects that emphasise cooperation, responsibility, and empathy (Sinambela, 2017). In addition, lecturers also apply ethical principles in every aspect of teaching, including fairness in assessment and treatment of all students without discrimination (Asih et al., 2018).

3. The third principle is that the lecturer's educational qualifications are in accordance with the field of work. The lecturer of the Ulumul Quran course in the Islamic Communication and Broadcasting study program at Sunan Kalijaga State Islamic University Yogyakarta, Dra. Anisah Indriati, M. Si, is less linear with the course she teaches, where she took her undergraduate education at IAIN Sunan Kalijaga majoring in Bpai, and in her master's education she studied at Gadjah Mada University majoring in Sociology. However, the lecturer has a deep mastery of the material to teach the Ulumul Quran course. Ulumul Quran lecturers in the Islamic Communication and Broadcasting study program at UIN Sunan Kalijaga Yogyakarta use a teaching approach that integrates other sciences with Ulumul Quran, such as social sciences or humanities, which can enrich students' learning experiences and demonstrate the lecturer's ability to connect various disciplines. As a lecturer of Ulumul Qur'an, Dra. Anisah Indriati, M. Si, is a very inspiring figure and has a crucial role in shaping students' deep understanding of the holy Qur'an. With great dedication, they not only teach knowledge but also instill moral and ethical values contained in the Qur'an. Their expertise in explaining the historical context, interpretation, and application of the Qur'anic teachings in daily life makes learning more interesting and relevant. In addition, they have the ability to create a classroom atmosphere that is interactive, supportive, and encourages students to actively discuss and think critically. Despite the nonlinearity of lecturer education in accordance with the field of duty, the enthusiasm and commitment of Ulumul Qur'an lecturers in the Islamic communication and broadcasting study program at Sunan Kalijaga State Islamic University is unwavering. They are not only teachers but also mentors and role models for the younger generation in understanding and practicing Islamic teachings in a wise way.
4. The fourth principle is that lecturers have skills that are in accordance with their fields. Lecturers of Ulumul Quran in the Islamic Communication and Broadcasting Study Programme at Sunan Kalijaga State Islamic University have relevant educational backgrounds and in-depth knowledge of Qur'anic theory and practice, despite having educational backgrounds that are not in line with their field of work. To teach Ulumul Quran from a broader perspective, lecturers can incorporate other sciences, including linguistics, history, and social sciences. Students using this method are better able to understand the context of the Qur'an and how it applies to various aspects of life.
5. The fifth principle is that lecturers have responsibility for the implementation of professional duties. Lecturers have strong academic competence in the field of Ulumul Quran studies, including in-depth knowledge of Ulumul Quran theory and practice, as well as the ability to interpret Quranic verses in historical and spiritual contexts. Lecturers also apply fair and transparent evaluations to assess student achievement. These evaluations reflect students' ability to explain the basic concepts of Ulumul Quran and their application in daily life. Lecturers of Ulumul Qur'an have a great responsibility in the performance of their professional duties, which includes not only mastery of the material but also the ability to be a role model for students. Lecturers convey the teachings of the Qur'an in an interesting and relevant way so that students can understand and practice the values contained therein. With great honesty and dedication, lecturers actively contribute to the development of a supportive learning atmosphere, which inspires students to engage in discussions and ask questions. In order for each class meeting to be not only a transfer of information but also a profound spiritual experience, the lecturers' duties also include the creation of an appropriate curriculum and the use of efficient teaching techniques. The commitment and professionalism of Ulumul Qur'an lecturers go a long way in the development of students' personalities and characters, acting as mentors in their spiritual quest for a deeper understanding of the Qur'an in addition to being teachers.
6. The sixth principle is that lecturers receive unspecified income in accordance with work performance. Ulumul Qur'an lecturers in the Islamic Communication and Broadcasting study program at UIN Sunan Kalijaga Yogyakarta have the status of civil servants and serve as Lector III/D. The salary of civil servant lecturers is regulated by government regulations, and the amount of this salary is adjusted to the rank and class. For example, lecturers who are in Group III b to Group IV can receive basic salaries ranging from IDR 2,688,500 to IDR 6.3 million per month, depending on rank and length of service (Y Ardini, A Asrori, 2020). In addition to the basic salary, civil servant lecturers are also entitled to certain allowances, such as professional allowances and special allowances. However, not all lecturers are eligible to receive these allowances, which can have a significant effect on their total income. So that lecturers have an appropriate income and are more secure with the existence of Permendikbudristek No. 44 of 2024.

Apart from the salary received, the Ulumul Quran lecturer in the Islamic Communication and Broadcasting study program at Sunan Kalijaga State Islamic University Yogyakarta is an extraordinary figure. Based on interviews conducted by researchers with Ulumul Quran lecturers in the Islamic Communication and Broadcasting study program at Sunan Kalijaga State Islamic University Yogyakarta, namely Dra. Anisah Indriati, M. Si, on 13 November

2024, it was explained that she carried out her duties with full sincerity and dedication solely for the sake of Allah. Ulumul Quran lecturers not only teach knowledge but also strive to instill spiritual and moral values in students, making every interaction a field of reward and savings for the hereafter. With all their heart, lecturers guide students to understand and practice the teachings of the Qur'an, as well as apply its principles in everyday life. The sincerity of Ulumul Quran lecturers in educating reflects a strong commitment to creating the next generation that is not only academically smart but also has noble morals. Every moment the lecturers spend in class is a valuable investment for the hereafter, where every knowledge taught will continue to flow as amal jariyah, providing benefits not only for students but also for the wider community. Thus, Ulumul Quran lecturers are not only teachers but also heroes who are sincere in spreading goodness and wisdom in this world.

7. The seventh principle is that, through lifelong learning, lecturers can foster professionalism on an ongoing basis. Lecturers must constantly improve their knowledge and skills in the fast-changing digital era. Lecturers can keep up with the times and be ready to face various new problems in the world of education by continuing to learn throughout their lives. To carry out their duties effectively, Ulumul Qur'an lecturers cultivate four important competencies, namely personality competence, social competence, pedagogical competence, and professional competence. Lecturers of Ulumul Qur'an show a strong attitude of learning in the dynamic and ever-evolving world of Islamic education. Lecturers are not only satisfied with traditional knowledge of the Quran but also want to utilise modern technology as a means of learning more effectively and efficiently.  
In the beginning, Ulumul Quran lecturers still used the classical method in delivering their knowledge to their students. However, after a few years passed, Ulumul Quran lecturers began to feel the need to improve the quality of teaching in order to reach a younger generation that is increasingly sophisticated and driven by technological advances. The Ulumul Quran lecturer realised that if he did not adapt, he would risk losing the interest of the students. He actively reads articles related to online learning as well as interactive applications that can be utilised to listen to live Quranic recitations along with other academics' comments.  
The Ulumul Quran lecturer also learnt new ways of integrating technology into the teaching and learning process. With unflagging determination, he tries online educational apps and popular online learning platforms. He often attends seminars or workshops on technology integration in religious education. There, he met many people who were equally concerned about the future of Islamic education and were ready to take concrete steps towards a more advanced direction. After doing the learning process and attending seminars, the Ulumul Quran lecturer began to modify his own lecture curriculum. Rather than simply reciting the texts of the holy verses and their contexts, he gave his students the opportunity to download a real-time translation application while they were listening to the stories of the holy book and interacting with its features, such as online discussion questions and mini-quizzes provided for free through the website. From the various efforts that have been described, it can be seen that Ulumul Qur'an lecturers have high dreams of learning to keep up with the times by using advanced technology as their main tool in spreading their knowledge to today's youth. By continuing to learn, lecturers can improve the quality of their teaching and research.
8. The eighth principle is that in carrying out their professional duties, lecturers are guaranteed legal protection. Indonesian law provides protection to lecturers in carrying out their professional duties, which are regulated in several laws and regulations. Based on Law No. 14/2005 on Teachers and Lecturers, lecturers receive legal protection in carrying out their duties. Article 75 states that in order for lecturers to carry out their responsibilities as professional scientists and educators, lecturers must obtain legal protection. The government, local governments, communities, professional associations, and universities are obliged to provide legal protection (Surya Nita, 2020). Lecturers are protected from unfair treatment, violence, and prejudice by the community, parents, or students. This gives instructors the legal assurance they need to carry out their work without worrying about potential physical or psychological harm (Sudjana, 2020).
9. The ninth principle is that the Association of Teachers and Education Personnel (IGTK) is one of the professional associations of lecturers in Indonesia that has the authority to regulate various matters related to the duties of lecturers (Rijal & Frima, 2024).  
Through various training courses, workshops, and seminars, IGTK becomes a forum for improving lecturers' skills and credentials. This makes it easier for lecturers to maintain their knowledge and abilities in accordance with advances in science and technology. Members of this organisation are also obliged to adhere to the code of ethics and professional standards. The values of honesty, accountability, and dedication to high-quality education are all part of this code. IGTK contributes to the defence of lecturers' rights, including legal protection in carrying out their work. Lecturers who have ethical or legal problems in their work may receive assistance from this organisation (RM Siburiam, 2024).

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, Ulumul Qur'an Lecturers at the Islamic Communication and Broadcasting Study Programme of UIN Sunan Kalijaga Yogyakarta are able to plan, direct, assess, and support the learning and education process by applying professional principles as educators (Yulsoyfriend, 2013) . The ability to organise examinations and make evaluations is one of the abilities required of lecturers (Kurniah et al., 2021) . Furthermore, skilled and experienced lecturers play an important role in helping students achieve their learning goals. Lecturers' professionalism can be reflected in their broad knowledge and diverse skills to support their responsibilities (Mulyasa, 2009).

#### 4. CONCLUSION

The professionalism of lecturers is very important in increasing the faith and piety of students through teaching Ulumul Quran at the State Islamic University Sunan Kalijaga Yogyakarta. The results showed that lecturers are able to integrate religious values, demonstrate noble character, and encourage discussion of moral issues in teaching, as well as demonstrate the principles of professionalism in accordance with Law No. 14 of 2005 concerning Teachers and Lecturers, so that Ulumul Quran lecturers strongly reflect the attitude of professionalism. Although there are challenges in carrying out learning, lecturers have in-depth knowledge and the ability to overcome problems by linking various disciplines with Ulumul Quran. The development of lecturers' professionalism can be improved through training, cooperation with other institutions, and support from the institution. Government policies, such as performance-based remuneration, also play a role in maintaining and even improving the professionalism of educators. By understanding the aspects of professionalism, institutions can develop training programs that will contribute to improving the quality of Islamic higher education.

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