



**The Title Must Be Clear, Concise, Informative, and May Include a Subtitle
(Center, Bold, Cambria 11, No more than 14 words)**

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Abstract

The manuscript's title, abstract, and author information must all appear on the first page of the document.....kkk The abstract serves as a concise overview of your research, designed to offer readers a clear and accurate understanding of the manuscript's scope and key elements. Authors should aim to limit the abstract to between 150 and 200 words, maintaining a coherent and well-structured presentation. Although subheadings are not mandatory, it is advisable to follow a logical sequence: (1) Introduce the research problem, emphasizing its relevance and identifying the specific gap addressed; (2) Clearly define the study's objectives or the hypothesis under investigation; (3) Briefly describe the research methodology; (4) Summarize the principal results or findings; and (5) Highlight the main conclusions or insights derived from the analysis. The abstract must accurately represent the manuscript's content without overstating outcomes or presenting unverified claims. It should be formatted in italics, single-spaced, and typed in 10-point Cambria font. Additionally, include 4 to 5 keywords that precisely reflect the central themes of the manuscript. Avoid general terms, abbreviations, or plural forms in keyword selection. Each keyword should be separated by a semicolon (;). The manuscript's title, abstract, and author information must all appear on the first page of the document.

Keywords Islamic Education; Competence; Teacher; Education Policy; Implementation

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Abstrak

Abstrak ditulis juga dalam Bahasa Indonesia. Abstrak berfungsi sebagai gambaran singkat penelitian Anda, yang dirancang untuk memberikan pemahaman yang jelas dan akurat kepada pembaca tentang ruang lingkup dan elemen kunci manuskrip. Penulis sebaiknya membatasi abstrak antara 150 dan 200 kata, dengan tetap menjaga presentasi yang koheren dan terstruktur dengan baik. Meskipun subjudul tidak wajib, disarankan untuk mengikuti urutan logis: (1) Memperkenalkan masalah penelitian, menekankan relevansinya dan mengidentifikasi kesenjangan spesifik yang ditangani; (2) Mendefinisikan dengan jelas tujuan penelitian atau hipotesis yang sedang diselidiki; (3) Menjelaskan secara singkat metodologi penelitian; (4) Meringkas hasil atau temuan utama; dan (5) Menyoroti kesimpulan atau wawasan utama yang diperoleh dari analisis. Abstrak harus secara akurat mewakili isi manuskrip tanpa melebihi-lebihkan hasil atau menyajikan klaim yang belum diverifikasi. Abstrak harus diformat dalam huruf miring, spasi tunggal, dan diketik dengan font Cambria 10 poin. Selain itu, sertakan 4 hingga 5 kata kunci yang secara tepat mencerminkan tema utama manuskrip. Hindari istilah umum, singkatan, atau bentuk jamak dalam pemilihan kata kunci. Setiap kata kunci harus dipisahkan oleh titik koma (;). Judul manuskrip, abstrak, dan informasi penulis harus tercantum di halaman pertama dokumen.

Kata Kunci: Pendidikan Islam; Kompetensi; Guru; Kebijakan Pendidikan; Penerapan

Kunci:



A. Introduction

The introduction must constitute no more than 20% of the total manuscript length, which should range between 4.500 and 6.000 words in English or Indonesia, including the main text and references, but excluding tables, figures, and appendices. The manuscript should be formatted in Cambria font, size 11, with 1.0 line spacing. Authors should clearly define the research problem, emphasizing its scholarly and societal significance, while articulating the study's originality and relevance. Rather than separating the literature review, previous studies, and conceptual insights should be integrated into the introduction's flow, ensuring a cohesive and argumentative narrative. A conceptual framework grounded in contemporary theories should be included, reflecting an interdisciplinary or multidisciplinary approach consistent with the Journal of Islamic Education Reviews (IER) guidelines.

B. Method

The methodology section must be concise-preferably within 10% of the manuscript's length—and written in a coherent, well-structured narrative. It should allow other scholars to comprehend, replicate, or build upon the study. Rather than discussing theoretical frameworks, this section should focus on describing the research design in line with the chosen approach-qualitative, quantitative, or mixed methods. Authors must justify their methodological choices about the interdisciplinary scope of the Journal of Islamic Education Reviews (IER). Detailed explanations of participant selection, data collection, and analysis procedures are required. The methodology must demonstrate academic rigor and clarity, presented in continuous prose without bullet points or subheadings.

C. Results and Discussion

Authors should begin this section with a concise introduction describing its structure, data types, analytical methods, and organization. This overview helps readers understand the logical progression. The results and discussion must then be presented separately under clear subheadings, comprising at least 60% of the core content, to form a coherent and integrated analytical narrative.

1. Results

The results section must present the research findings systematically and in alignment with the methods and data collection strategies described earlier in the methodology. Each finding should be directly derived from empirical evidence obtained through fieldwork or validated instruments, and should be organized in a coherent and structured manner. Interpretations or theoretical discussions are not appropriate in this section and should be reserved for the discussion chapter. Authors must ensure that the format of the results corresponds to the nature of the data and analytical techniques used. Whether employing quantitative, qualitative, or mixed-methods approaches, findings should be presented proportionately using appropriate formats-such as descriptive text, tables, figures, charts, or direct quotations-each supported by sufficient explanation to enhance comprehension and prevent ambiguity. The narrative should maintain logical flow and may be divided into subsections based on themes or core outcomes. Visual elements must adhere to scholarly formatting, with proper labeling (e.g., Table 1, Figure 1) and minimal repetition in the text.

Table 1. Proposed word limits per manuscript section

No	Section	Length (%)	Note
1.	Introduction	20	Maximum, include Title and Abstract
2.	Method	10	Maximum
3.	Result and Discussion	60	Customized
5.	Conclusion (include References)	10	Maximum

Figures and schemes may be inserted within the main text, using consistent formatting as illustrated below.

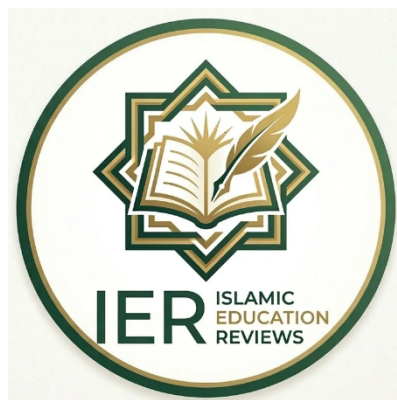


Figure 1. Illustrates a diagram; similar format applies to schemes.

Provide a concise, clear explanation of each table and figure to prevent confusion and ensure that readers can accurately interpret the visual data in your manuscript.

2. Discussion

The discussion section represents the intellectual core of any academic paper, serving as a platform for authors to critically and comprehensively interpret their research findings. Rather than reiterating previously presented data, this section must provide a nuanced analysis that links results to the study's conceptual or theoretical framework. Authors are expected to present coherent, evidence-based arguments that clearly and concisely convey their interpretations and insights regarding the research problem. Each finding should be examined in depth, highlighting its significance within a broader academic context. The narrative must demonstrate a systematic integration of empirical data, methodological design, and contextual relevance, avoiding redundancy while deepening the reader's understanding of the results' implications. To enhance scholarly impact, authors should reference key studies from established national and international journals, situating their work within ongoing theoretical debates or using it to propose new conceptual models. Articulating the research's broader and potentially global contribution is essential for engaging meaningfully in international academic discourse.

D. Conclusion

The conclusion should present a comprehensive and well-integrated summary that encapsulates the research outcomes or community service and the analytical perspectives previously explored in the study. Instead of reiterating the main findings, it must combine evidence, arguments, and the author's viewpoint into a unified and reflective narrative. Authors are encouraged to critically evaluate their findings to demonstrate depth of analysis and scholarly insight. It is essential to clearly state the study's or community service contributions-whether theoretical advancements, novel insights, or practical implications. Additionally, the conclusion should consider the broader theoretical, empirical, or social relevance of the research, accounting for approximately 10% of the full manuscript.

Acknowledgment

Acknowledgments may be included here to thank sponsors, donors, or contributors significantly involved in supporting or enabling the research and community service.

Declaration of Competing Interests

Authors are required to disclose any financial or non-financial competing interests that may reasonably be perceived as affecting the research or the interpretation of its results. This declaration is compulsory. Example statement (select one, without altering the wording):

If no competing interests exist:

The authors declare that they have no known financial or non-financial competing interests that could be perceived as having influenced the work presented in this paper.

If competing interests exist:

The author(s) declare the following competing interests: (brief description of the competing interest).

Declaration of Generative AI Use

Authors are required to complete this section only when generative AI or AI-assisted technologies have been used during the manuscript preparation process (e.g., language editing or enhancing readability). The application of AI tools for data processing, interpretation, or generating scientific conclusions is not included within the scope of this declaration. If no generative AI technologies were used, this section should be deleted from the manuscript. Example statement (select one option only and do not alter the wording):

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During the preparation of this manuscript, the authors used [name of tool/service] to enhance the clarity and readability of the text. Any content generated by the tool was thoroughly reviewed and revised by the authors, who accept full responsibility for the material presented in this article. All essential intellectual contributions, including conceptualization, analysis, data interpretation, and all final decisions concerning the content, arguments, and conclusions, were performed exclusively by the authors. The authors assume complete responsibility for the integrity, originality, and scholarly quality of this manuscript.

If generative AI was not used:

(Remove this section entirely).

Bibliography

The bibliography section is essential in showcasing the scholarly depth and academic integrity of a manuscript. In the Bale Pengabdian: Journal Of Islamic Education Reviews (IER), references are not included in the manuscript's word count, allowing authors to allocate space for citations strategically. Authors are encouraged to include 35 to 55 references, depending on the topic's complexity and the level of analysis. Emphasis should be placed on recent and relevant sources, with at least 60% published within the past 5 to 10 years. Moreover, 80% of the citations must come from reputable, accredited national or international academic journals.

Authors must follow APA 7th Edition citation standards precisely. The use of reference management tools like Mendeley is recommended to maintain consistency. All sources cited in the text must be included in the reference list, and conversely, each reference must be cited appropriately within the manuscript. In-text citations should follow the correct format, including single (Sulaiman, 2017), dual (Muhammad & Sulaiman, 2020), and multiple authors (Walidin, Yusuf, & Sulaiman, 2020), with subsequent citations shortened (Fithriani et al., 2024). Page numbers are necessary for direct quotes, although paraphrasing is generally preferred.

It is essential that all references are valid, complete, and where applicable, include DOIs or URLs. References should be meaningfully positioned-especially in the introduction and discussion sections-to reinforce theoretical grounding and highlight the manuscript's academic contribution.

Reference entry samples:

(Type: book, *author* = publisher)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: Author.

(Type: *e-book*)

Saefullah, E., Putra, A. R., & Pradita, A. A. D. (2021). *47 hari mengabdikan di Desa Kamurang*. CV Insania. https://www.google.co.id/books/edition/47_Hari_Mengabdikan_di_Desha_Kamurang/vodmEAAQBAJ

Holmes, A., Brenner, K., & Gao, J. (Eds.). (2025). *Transforming undergraduate STEM education: Supporting equitable and effective teaching*. National Academies Press. <https://www.nationalacademies.org/projects/DBASSE-BOSE-22-04/publication/28268>

(Type: *book section*)

Umar, M. N., Murziqin, R., As, B., Andriyadi, F., Sulaiman, Syahril, & Tabrani, Z. A. (2020). The local governance system based on the special autonomy law in Indonesia. In U. Kusmawan, S. Aisyah, I. Rokhiyah, Andayani, D. R. Jovanka, & D. Sukmayadi (Eds.), *Emerging perspectives and trends in innovative technology for quality education 4.0* (pp. 196–200). Routledge.

(Type *book*: Original Indonesian book, not a translated edition)

Mardhiah, A., AR, M., & Sulaiman. (2025). *Implementasi moderasi beragama: Integrasi nilai dan penggerak moderasi pada PTKI*. Zahir Publishing.

(Type *book*: Single-authored scholarly book)

Sulaiman. (2017). *Metodologi pembelajaran Pendidikan Agama Islam (PAI): kajian teori dan aplikasi pembelajaran PAI*. PeNa.

(Type *book* with two authors)

Gade, S., & Sulaiman. (2019). *Pengembangan interaksi edukasi pembelajaran Pendidikan Agama Islam: Teori & praktik*. Ar-Raniry Press.

(Type *book* with three authors)

Amin, M. A., Salman, & Sulaiman. (2025). *Pendampingan penguatan moderasi beragama kepada masyarakat muallaf: Teori dan praktik*. Zahir Publishing.

(Type: Online scholarly journal article)

Gradini, E., & Dhari, P. W. (2025). From training to practice: A community-based mentoring model for implementing Kurikulum Merdeka. *Transformasi: Jurnal Pengabdian Masyarakat*, 21(1), 1–18. <https://doi.org/10.20414/transformasi.v21i1.13153>

Suratmi, S., Maharani, S. D., Harini, B., Budiansyah, Aswasulasikin, Susanto, I. A., Hikmah, P. D., & Yolanda, P. A. (2025). Developing social-emotional learning programs for elementary school teachers in Prabumulih city. *Transformasi: Jurnal Pengabdian Masyarakat*, 21(1), 34–43. <https://doi.org/10.20414/transformasi.v21i1.11750>

Fithriani, F., Darmiah, D., Walidin, W. A., Syabuddin, S., & Sulaiman, S. (2024). Professionalism competency of public Islamic senior high school (MAN) teachers in welcoming the era of the Industrial Revolution 4.0 in Aceh. *Jurnal Ilmiah Islam Futura*, 24(2), 561–578. <https://doi.org/10.22373/jiif.v24i2.11131>

Mardhiah, A., AR, M., Walidin Ak, W., Thalal, M., & Sulaiman. (2025). Legal implementation of religious moderation policy at state Islamic higher education in Indonesia. *Petita: Jurnal Kajian Ilmu Hukum dan Syariah*, 10(1), 179–194. <https://doi.org/10.22373/petita.v10i1.417>

AR, M., AR, N., Hayati, H., Nurbayani, N., Masrizal, M., & Sulaiman, S. (2025). Integrating anti-corruption education in Acehese dayahs: A moral-pedagogical model for character formation. *Jurnal Ilmiah Peuradeun*, 13(2), 1581–1606. <https://doi.org/10.26811/peuradeun.v13i2.1086>

Walidin, W. A. K., Fajriah, F., Fithriani, F., Sulaiman, S., & Syabuddin, S. (2023). The implementation of character education during the COVID-19 pandemic in state Islamic senior high schools in Indonesia. *Multidisciplinary Reviews*, 6(4), e2023037. <https://doi.org/10.31893/multirev.2023037>

(Journal article type; if no DOI is available, provide the article's URL instead)

Chalis, M. C., Suhaimi, S., & Sulaiman, S. (2024). The implementation of religious moderation in the Quran and Hadith learning at Islamic senior high schools in Aceh. *Dayah: Journal of Islamic Education*, 7(1), 1–18. <https://jurnal.ar-raniry.ac.id/index.php/JIE/article/view/19696>

(Type: journal article whit three authors)

Sulaiman, S., Yusnaini, S., & Widyanto, A. (2023). Development of Islamic Sharia-based curriculum in Islamic universities in Aceh: A study on the implementation of Aceh Qanun Number 9 of 2015. *Ulumuna*, 27(1), 89–114. <https://doi.org/10.20414/ujs.v27i1.521>

(Types: prosiding)

Muhammad, A. R., Suhaimi, S., Jabaliah, J., Sulaiman, S., Zulkifli, Z., & Zulfahmi, I. (2020). Character education, student mental revolution, and Industry 4.0: The case of state Islamic senior high schools in Indonesia. *Proceedings of the International Conference on Progressive Education (ICOPE 2019)*, 132–135. <https://doi.org/10.2991/assehr.k.200323.105>

(Type: Legal document containing original terms with translation)

Kementerian Agama Republik Indonesia. (2016). *Peraturan Menteri Agama Nomor 66 Tahun 2016 tentang Perubahan Kedua atas Peraturan Menteri Agama Nomor 90 Tahun 2013 tentang Penyelenggaraan Pendidikan Madrasah* [Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 66 of 2016 concerning the Second Amendment to Regulation of the Minister of Religious Affairs Number 90 of 2013 concerning the Administration of Madrasah Education].

Supplementary appendix

Appendices are optional and must not exceed four pages.