



## Evolution of the Islamic Education Teacher Performance Measurement System Based on Competence in the Digital Era: A Literature Review

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*Received: 17-06-2025*

*Reviewed: 17-08-2025*

*Accepted: 02-09-2025*

### Abstract

This study examines the evolution of competency-based Islamic Religious Education (PAI) teacher performance measurement systems in the digital era. This is a literature study aimed at gathering data and information on new topics or issues. The goal is to formulate more accurate questions that will be answered in further research or later research. The type of data used is secondary data. The data collection method is a literature study. The results of the study state that in an effort to improve the quality of public services, the government needs to utilize various online platforms such as websites, mobile applications, and social media. Performance measurement is the management of performance achievement. Continuous performance measurement will provide feedback, so that continuous improvement efforts will achieve success in the future. Islamic Religious Education (PAI) teachers, as human resources working in educational institutions, are always assessed by their superiors. The performance measurement system in the world of education, especially for Islamic Religious Education (PAI) teachers, has undergone a long evolution so that the use of digitalization is not only in performance measurement but also in the process of implementing education that leads to the success of a teacher's performance.

**Keywords:** Evolution, Islamic Education Teacher Performance, Competence, Digital Era.

### Introduction

The development of the times has encouraged humans to adapt to various needs, especially through digitalization (Cici Rusmaida et al., 2023). Digitization in Human Resource Management (HRM) processes has transformed significantly in the digital age. Companies are now adopting technology to automate various HRM functions, such as recruitment, training, and performance evaluation.

Digitization is converting information or data from physical form into a digital format that can be processed using information technology. The government must utilize various online platforms such as websites, mobile apps, and social media to improve public service quality. This step aims to strengthen the e-government system and facilitate public access to information and services provided by the government. Thus, digitalization is crucial in advancing public services and enhancing interaction between the government and the public (Basyo & Anirwan, 2023).

Organizations are reducing traditional hierarchies in the digital age and focusing on structures supporting remote work and collaborative technologies. A more horizontal structure facilitates faster communication flows and more efficient decision-making. This presents new challenges for HR in managing relationships across dispersed teams and supporting teacher development through a more flexible approach. HR's adaptation to these changes also includes

performance management and teacher empowerment within a more open and transparent organizational structure. This flexibility enables organizations to innovate quickly and adapt to rapidly changing business environments (Cici Rusmaida et al., 2023).

The development of digitalization can undoubtedly improve teacher performance within an organization. This is because digitalization makes previously manual work easier, faster, and more streamlined. Furthermore, it can be accessed not only by one person but also by many. Similarly, in educational institutions, a teacher's performance is assessed and evaluated by their superiors.

Job satisfaction refers to teachers' satisfaction and fulfillment with their jobs and work environment. It is a multifaceted concept that encompasses satisfaction with job tasks, relationships with colleagues and supervisors, compensation, and opportunities for professional growth. Job satisfaction significantly influences teacher motivation, performance, and retention. Job satisfaction reflects an individual's attitude toward various aspects of their job, including promotions, benefits, working conditions, and job security (Yuana et al., 2025).

Performance measurement is the management of performance achievement. Continuous performance measurement provides consistent feedback so that continuous improvement efforts will achieve future success (Rusydiana et al., 2021). Therefore, this article will discuss the evolution of the competency-based Islamic Education teacher performance measurement system in the digital era.

Academically, education has several goals. First, optimizing students' cognitive, affective, and psychomotor potential. Second, cultural values are passed on from generation to generation so that children are protected from their cultural roots and national and state life as much as possible. Third, developing a culture of adaptability in students to face future constantly changing situations, along with advances in science and technology and fourth, enhancing and developing students' moral responsibility (Ridwan et al., 2023).

Government demands and societal needs are increasing rapidly, in line with increasingly rapid global developments (Siregar et al., 2020). Because of these developments, the government is also encouraging teacher standards to be improved to meet market needs. The public also has high expectations of teachers, especially in the era of the Industrial Revolution 4.0, which demands changes in information and communication technology. Simply put, government demands and societal needs mean that teacher performance is no longer the same as before (Nata, 2018). Changes in the times and policies have caused this shift, which teachers must accept and follow (Marpaung et al., 2022).

Education is increasingly technology-driven today, as information and communication technology has advanced in the digital age. Throughout the learning process, the teacher's role is no longer the primary source of learning. Today, students can easily access information and knowledge through various media and other sources, whether through IT-based learning, communication, or other means (Bayhaqi et al., 2024).

This information encourages us to adapt and remain competitive with technological advancements continually. Furthermore, in the current post-pandemic situation, nearly all educational institutions, including teachers and students, are impacted and experiencing challenges and changes not experienced before the pandemic (Bayhaqi et al., 2024).

Education plays a crucial role in developing high-quality and competitive human resources. As pillars of the educational process, teachers are responsible for developing

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intelligent, character-driven, and morally upright future generations. The quality of education depends heavily on teacher competence and professionalism. Amidst globalization and technological advancement challenges, teachers must master various aspects, including pedagogical, professional, social, and personal, to ensure optimal achievement of learning objectives. Therefore, developing teacher performance and professionalism through the Continuous Professional Development (PKB) program is a strategic step in improving the quality of education (Maulida et al., 2025).

This study examines the evolution of the competency-based Islamic Religious Education (PAI) teacher performance measurement system in the digital era. Through this research, we aim to contribute to the broader discourse on the evolution of the competency-based Islamic Religious Education (PAI) teacher performance measurement system in the digital era, offering theoretical insights and practical recommendations for improving teacher performance in educational institutions. This study will provide valuable guidance for educators, policymakers, and Islamic school leaders seeking to improve the quality of education in terms of competency in the digital era.

### **Literature review**

The digital era has significantly changed various aspects of life, including Human Resource Management (HRM). With technological advances such as artificial intelligence (AI), big data, and automation, the human resource management has undergone a major transformation. Previously, HRM focused on manual administration, such as recruitment and payroll, but now, various digital tools, such as performance management systems and HR software, enable more effective and efficient management. Furthermore, flexibility and remote work have become increasingly common, thanks to digital technologies that enable collaboration without location constraints.

### ***Performance***

Performance describes the achievement of an activity, program, or policy in realizing an organization's vision, mission, goals, and objectives. Performance is the work results, both qualitatively and quantitatively, achieved by individuals in carrying out their assigned tasks according to their responsibilities.(Ananda & Fadhli, 2018)

Performance is the result of work that can be achieved by a person or group of people in an organization, both quantitatively and qualitatively, with the authority and duties of each, in an effort to achieve the goals of the organization concerned legally, without violating the law and in accordance with morals and ethics. Performance according to Kasnawati is a general term used for some or all of the actions or activities of an organization in a period with reference to several standards, such as past or projected costs, based on efficiency, responsibility, or accountability of management, and the like Suparyanto and Rosad, 2015, 2020).

### ***Teacher Performance***

The term "performance" is often used to describe the results, achievements, or level of work success, individually and in groups within an organization or institution. Usman defines

performance as the results of work and the progress a person has achieved in their field (Aulia et al., 2024).

The meaning of the implementation of educators in the reference to the Big Indonesian Word is, (1) something is implemented, (2) the implementation of educators is demonstrated, (3) work limits. On the other hand, Lukman defines teacher performance as the capacity of teachers to carry out and examine the responsibilities entrusted to them to improve student achievement. As a result, teacher performance can be understood as a condition that describes a teacher's ability to complete tasks and demonstrate an action during learning activities. Fadilah emphasized that an employee's performance as a teacher is influenced by the quantity and quality of the work results they produce in carrying out the responsibilities assigned to them. A competent teacher's work capacity in continuous learning activities, whose quality and quantity can be measured, is the first conclusion about teacher performance based on various experts.(Cici Rusmaida et al., 2023)

Teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities, (Marsana, Yudana, & Sunu, 2015) by teachers in carrying out tasks based on skills, experience and sincerity as well as the use of time in the teaching and learning process in schools, (Jeong, 2016). Performance reflects a sense of responsibility in carrying out the assigned tasks, which, of course, will encourage work enthusiasm and the realization of organizational goals, namely the high work productivity of teachers.(Bastian et al., 2022)

The quality of the teacher's performance as a professional is an important thing to discuss, considering its significant role on student achievement. But this role cannot be separated from the educational context, student characteristics, and school factors. In addition, the ability of teachers to be confident, create a comfortable climate for students, maintain interaction, and maintain contact with students can increase student involvement in learning. Teacher instructional qualities, such as classroom management and cognitive activation, also affect students' motivation to learn (Kanya et al., 2021).

Suppose the school culture has a strong organizational culture. In that case, it will impact the work unit, triggering teachers to innovate in supporting the organization while maximizing the effectiveness or productivity of teacher work, and is supported by the environment and colleagues. The results conclude that if there is a good implementation or habit of the school culture itself, it will have a positive or crucial impact on the performance of educators (Hariyasasti, 2025).

### ***Islamic Religious Education Teacher***

Islamic Religious Education Teachers are human resources who work in an educational institution and are tasked with teaching and developing religious education for students.

A PAI teacher is a religious teacher who is a spiritual teacher for a student or a spiritual father to his child, intending to provide spiritual nourishment through lessons in morals and noble character (Aulia et al., 2024).

The education process must be adapted to the surrounding community's needs to respond to existing challenges, prioritizing improving the quality of human resources. In particular, attention should be paid to the human resources group capable of changing society, namely, teachers as educators. Therefore, the principal is fully responsible for smoothly running

the teaching and learning process. The principal is actually one of the most important components in the effort to improve the quality of education (Mukhlisin et al., 2024).

### ***Digital Era Competence***

In the ever-evolving digital era, mastering digital competencies is becoming increasingly important. Digital transformation has transformed the way we work, communicate, and access information. Therefore, developing digital competencies through online training is an effective solution for enhancing individual and organizational capabilities (Cici Rusmaida et al., 2023).

Competence is a combination of knowledge, skills, and attitudes. Knowledge encompasses grasping concepts, facts, and ideas necessary to understand something. Skills encompass the ability to perform or accomplish something correctly, based on acquired knowledge. Skills are the ability and capacity to carry out processes using existing knowledge to achieve results. Conversely, attitudes describe tendencies, preferences, and mentalities that shape how people act or react to ideas, people, or situations (Yunita, 2023).

Digital competence is the ability of human resources to master technology and utilize it effectively. Technology is a crucial tool for completing various daily tasks in the digital era. Personnel must be able to use technology effectively and be proficient in the applications and software used in their work. Adaptability in the digital era is rapidly evolving and constantly changing. Therefore, human resources must be able to adapt to these changes and develop new competencies accordingly. Adaptability also includes learning quickly and thinking creatively to solve problems. Communication skills are crucial in the digital era, especially with virtual communication. HR must communicate well via email, instant messaging, and other platforms. This skill also includes virtual collaboration with teams (Husnul Hotimah et al., 2023).

Modern globalization, characterized by breakthroughs in science and technology across all disciplines, has far-reaching consequences for human conduct. The fast advancement of science has several beneficial effects, including facilitating the interchange of information and knowledge. Nevertheless, there are also negative repercussions, such as the rise of individualism, the widening gap between rich and poor, the dwindling importance of societal values, and the damage done to the moral fiber of today's youth (Lestari & Jupriaman, 2024).

There is a sense of community and collective learning in learning environments that use technology to their advantage. These environments encourage collaboration and the sharing of knowledge among peers. Students can engage in meaningful conversations, exchange ideas, and cooperate on projects through online forums, virtual classrooms, and collaborative projects. This allows students to cultivate crucial collaboration and communication skills. This collaborative learning paradigm is designed to replicate the professional environments that learners will encounter in the real world. It provides learners with the knowledge and abilities necessary to flourish in a society that is increasingly digitally driven and networked (Phulpoto et al., 2024).

### **Research method**

This research is a literature study to gather data and information on new topics or issues. The goal is to formulate more precise questions that will be answered in follow-up or

subsequent research. The type of data used is secondary data. The data collection method is a literature study. The data obtained is compiled, analyzed, and summarized to draw conclusions regarding the literature study (Melfianora, 2019).

The literature review process from start to finish essentially goes through several important stages, namely: Identification of subjects or topics, Scope of review or review pattern, Empirical findings related to the scope of the review, Study and review, Formulation of new propositions or theories, Evaluation of the need for further study (Yam, 2024). The subjects of this research are Islamic religious education teachers, while the object of this research is the evolution of their performance.

## **Results/Findings**

In the 21st century, international demands on teachers are extremely high. Teachers are expected to implement a learning process based on the four pillars of learning recommended by UNESCO's International Commission on Education. These four pillars are: "learning to know," meaning learning to understand or learn in-depth knowledge. Second, "learning to do" means learning to do something; in this case, someone learns to use knowledge in their daily lives. Third, "learning to be" can be interpreted as learning to become someone useful, in this case, how, through education, someone can learn to become a great human being. Fourth, "learning to live together," meaning learning to survive together to achieve goals (Yunita, 2023).

Competence is a combination of knowledge, skills, and attitudes. Knowledge encompasses grasping concepts, facts, and ideas necessary to understand something. Skills encompass the ability to do or perform something correctly, based on acquired knowledge. Skills are the ability and capacity to carry out processes using existing knowledge to achieve results. On the other hand, attitudes describe the tendencies, preferences, and mentalities that shape how a person performs a task, acts, or reacts to ideas, people, or situations (Yunita, 2023).

## **Evolution System PAI Teacher Performance Measurement Based on Competence in the Digital Era**

Competency development also requires the active participation of Islamic Religious Education (PAI) teachers, who are highly motivated to participate in professional development programs. This internal motivation is crucial because ongoing professional development programs will yield optimal results if teachers desire to learn and develop continuously. Active participation and a willingness to adapt to change are key indicators of success in improving teacher competency. Therefore, schools should also provide appreciation and recognition to teachers who perform well and continually strive to develop their competencies. Evaluation of professional development programs is also necessary to ensure they provide tangible benefits to Islamic Religious Education (PAI) teachers. This evaluation can be conducted by assessing changes in teacher competency after participating in training programs, including teaching skills, understanding of the material, and ability to use technology (Ministry of Education and Culture of the Republic of Indonesia, 2021).

Teacher training and development are crucial aspects of human resource management (HRM) that can be optimized through automation. By using e-learning platforms and learning

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management systems (LMS), companies can provide flexible and customizable training access to teachers' needs. This not only reduces the costs of face-to-face training but also allows employees to learn at their own pace. Automation in training also helps track participant progress, providing useful data for evaluating program effectiveness. According to Tannenbaum et al (2019), "automated training enables organizations to deliver training content more efficiently, increasing teacher engagement in the learning process (Cici Rusmaida et al., 2023).

The competency-based PAI teacher performance measurement system in the Digital Era by Supervising Teachers who have good performance, fulfillss several competencies as stated in Law Number 14 of 2005 concerning Teachers and Lecturers, Chapter IV, Article 10 Paragraph 1 which states that teacher competencies, as referred to in Article 8, include pedagogical competencies, personality competencies, social competencies and professional competencies obtained through professional education. Two factors influence teacher performance, namely intrinsic factors and extrinsic factors. One of the intrinsic factors that influences teacher performance is the teacher's work ethic. Teacher performance is influenced by the work ethic possessed by a teacher (Andari, 2023).

The importance of teachers in Islamic education in the era of Society 5.0, Islamic Religious Education teachers need to combine digital skills and global understanding to develop students who have good morals and are ready to face the future. Therefore, the researcher presents a profile framework for PAI teachers relevant to technological developments, the demands of professionalism, and the character of the 21st century, which have not been discussed comprehensively, as the ideal teacher in the society 5.0 era. How the profile and professionalism of Islamic Religious Education teachers in the society 5.0 era.(Received et al., 2025)

Teachers have an important role in improving human resources. Human resources are the key to the success of a nation's development. Therefore, the development of human resources must be directed to have a creative, innovative, productive, and professional work ethic.(Rukhayati et al., 2024)

Teachers are one of the main factors determining a school's performance. Essentially, a teacher's performance as an educator is measured by how well they carry out their educational duties. Because teachers interact most directly with students during the learning process at school, their performance significantly impacts the quality of educational outcomes achieved by students. If a teacher can demonstrate good and professional behavior while teaching, then that teacher is said to have high-quality teaching performance. To improve the quality of Islamic Religious Education teacher performance in the digital era, several activities can be undertaken to improve teacher performance as human resources working in the field of education, including:

Conduct professional development and training for teachers. Schools can hold regular training and workshops focused on developing Islamic Religious Education (PAI) teachers' skills in designing and implementing effective learning. This training can include understanding the latest Islamic Religious Education (PAI) curriculum, using innovative learning methods, and evaluating learning outcomes. Regular training focused on developing Islamic Religious

Education (PAI) teachers' skills in designing and implementing effective learning can help them overcome time constraints and limitations in adopting innovative teaching practices (Handayani, 2023)

### 1. Collaborate

Collaboration between teachers is an effective way to share experiences and best practices in teaching. Regular discussions and meetings between teachers can provide a forum for sharing ideas, strategies, and learning resources.(Handayani, 2023) Utilization of Technology in the Digital Era. The use of technology is a modern solution to address these challenges. Utilizing information and communication technology (ICT) in the learning process can help Islamic Religious Education (PAI) teachers overcome resource constraints and increase the appeal of learning. The use of online learning platforms, mobile applications, or digital learning media can assist in providing diverse and interactive teaching materials.(Handayani, 2023)

In the ever-evolving digital era, mastering digital competencies is becoming increasingly important. Digital transformation has changed the way we work, communicate, and access information. Therefore, developing digital competencies through online training is an effective solution for improving individual and organizational capabilities. Online training offers flexibility, accessibility, and a variety of materials that can be tailored to participants' needs. Online training offers various opportunities to enhance skills and knowledge to meet modern challenges. Here are some key points regarding these opportunities.(Cici Rusmaida et al., 2023)

### 2. High Accessibility

High accessibility to online training opens up significant opportunities for digital competency development, particularly in human resource management (HRM) in the digital age. With the advancement of information technology, organizations can provide various training programs that are easily accessible to employees wherever they are. This improves individual skills and contributes to the company's operational efficiency. Dede et al. (2021) state that "accessibility to online training enables organizations to optimize human resources through continuous learning." With broader access, companies can ensure that all teachers have equal opportunities to improve their digital skills. Online training also supports flexible learning and can be tailored to individual needs. Teachers can choose the time and method of learning that best suits them, thereby increasing motivation and participation in the learning process. This is especially important in the ever-changing workplace, where digital skills are becoming increasingly crucial for success. With good accessibility support, teachers can develop their skills independently, keeping up with the latest technology trends and industry best practices. This, in turn, contributes to the company's innovation and competitiveness.(Cici Rusmaida et al., 2023)

### 3. Various Material Options

The diverse selection of materials in online training offers significant opportunities for developing digital competencies in human resource management (HRM) in the digital age. With the various materials available, instructors can choose topics most relevant to their needs and career goals. This allows for more focused and effective learning, as each individual can address their areas of interest. Arifin (2020) states that "a diverse selection of materials in online training can increase participant engagement, thereby encouraging a more in-depth learning

process." This diversity also allows organizations to meet the different training needs within teams. Online training that offers a variety of materials also supports a more personalized learning approach. Teachers can access courses on the latest technology, project management, or communication skills, tailored to their roles and responsibilities. In this way, companies invest in individual development and creating more competent and adaptable teams.(Cici Rusmaida et al., 2023)

Teacher performance evaluations are necessary as part of efforts to improve the quality of education. These evaluations are intended to:

1. Formulate criteria and references for teacher performance
2. Conduct an assessment
3. Matching performance assessment results and criteria
4. Prepare recommendations

Malcolm Provus defines evaluation as assessing the gap between established standards and the program being implemented in the field to identify weaknesses in the program and make improvements. Based on the meaning of the several terms explained above regarding evaluation, it can be concluded that evaluation is essentially a systematic and ongoing process to determine the quality of something based on certain considerations and criteria for decision-making.(Zahroh, 2017)

Teachers in the digital age must be able to use an information and communication technology-based learning approach to make it easier for students to follow because the information they receive from cyberspace is speedy. Finally, Islamic Religious Education teachers must improve their ability to use technology and information-based learning media in the classroom and move away from textbooks so that the learning process achieves its objectives and provides students with numerous opportunities to develop their learning creativity (Eraku et al., 2021).

## **Conclusion**

Digitization is converting information or data from physical form into a digital format that can be processed using information technology. To improve public service quality, the government must utilize various online platforms such as websites, mobile applications, and social media. Performance measurement is the management of performance achievement. Continuous performance measurement will provide feedback, so that continuous improvement efforts will achieve success in the future. Islamic Religious Education teachers, as human resources working in educational institutions, always have their performance assessed by superiors. The performance measurement system in the world of education, especially for Islamic Religious Education teachers, has undergone a long evolution so that the use of digitalization is not only in performance measurement but also in the process of implementing education that leads to the success of a teacher's performance.

## **Declaration of conflicting interests**

As a writer, I state that in writing this article, I have no Affiliation with interests or conflicts, whether personal or financial, that could influence the objectivity of the research

results. The entire research process is done independently, while upholding the principles of academic honesty and scientific integrity. The main objective study is given meaningful contributions for development Education and development field source Power humans, in particular improvement source Power human beings in the academic world. I hope that findings study This No only functioning as reference scientific but also inspiring change positive in practice education in various environment.

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