

## 5T: A New Learning System Design in the Teacher Training and Development Program at Darussalam University Gontor

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### Abstract

Improving the quality of Islamic education in Indonesia requires the development of innovative and effective learning models, particularly in enhancing the professional competence of teachers. In this context, the Islamic Education Department at Universitas Darussalam (UNIDA) Gontor introduced the 5T framework as a new approach in its teacher training and development programs. The 5T system comprises five essential components: Tata (systematic planning), Titi (precision in preparation), Titis (accuracy in execution), Tatag (resilience in overcoming challenges), and Tutug (completeness in teaching). This study aims to analyze the implementation and impact of the 5T system in fostering teacher professionalism and character building. This research employed a qualitative descriptive method, utilizing observation, in-depth interviews, and document analysis as data collection techniques. The data were analyzed using a thematic approach to identify patterns in how the 5T framework influences teaching practices and professional growth among teacher trainees. The findings reveal that the 5T system significantly enhances teacher discipline, precision, depth of understanding, courage, and thoroughness in teaching practices. The study highlights the applicability of the 5T model in integrating Islamic values into teacher training programs, contributing not only to pedagogical skills but also to moral and spiritual development. Research implications include the potential adaptation of the 5T system in other Islamic educational settings, tailored to specific local needs. However, limitations include the need for ongoing support and evaluation to ensure sustainable implementation. The originality of this research lies in its introduction of a novel, value-based learning framework that holistically addresses both academic competence and character development in teacher training.

**Keywords:** 5T, teacher training, Islamic education, teacher professionalism, UNIDA Gontor.

### Abstrak

Peningkatan kualitas pendidikan Islam di Indonesia membutuhkan pengembangan model pembelajaran yang inovatif dan efektif, terutama dalam meningkatkan kompetensi profesional guru. Dalam konteks ini, Program Studi Pendidikan Agama Islam (PAI) Universitas Darussalam (UNIDA) Gontor memperkenalkan kerangka 5T sebagai pendekatan baru dalam program pelatihan dan pengembangan guru. Sistem 5T mencakup lima komponen utama: Tata (perencanaan yang sistematis), Titi

(ketelitian dalam persiapan), Titis (ketepatan dalam pelaksanaan), Tatag (ketahanan dalam menghadapi tantangan), dan Tutug (ketuntasan dalam pembelajaran). Penelitian ini bertujuan untuk menganalisis implementasi dan dampak sistem 5T dalam meningkatkan profesionalisme guru serta membentuk karakter mereka. Penelitian ini menggunakan metode deskriptif kualitatif, dengan teknik pengumpulan data berupa observasi, wawancara mendalam, dan analisis dokumen. Data dianalisis dengan pendekatan tematik untuk mengidentifikasi pola implementasi kerangka 5T dalam memengaruhi praktik pengajaran dan pengembangan profesionalisme guru. Hasil penelitian menunjukkan bahwa sistem 5T secara signifikan meningkatkan kedisiplinan, ketelitian, kedalaman pemahaman, keberanian, dan ketuntasan dalam praktik pengajaran guru. Studi ini menekankan bahwa model 5T dapat mengintegrasikan nilai-nilai Islam dalam program pelatihan guru, sehingga tidak hanya berfokus pada keterampilan pedagogis, tetapi juga pengembangan moral dan spiritual. Implikasi penelitian ini meliputi potensi adaptasi sistem 5T di lingkungan pendidikan Islam lainnya dengan menyesuaikan kebutuhan lokal. Namun, diperlukan dukungan berkelanjutan dan evaluasi untuk memastikan implementasi yang berkelanjutan. Keunikan penelitian ini terletak pada pengenalan kerangka pembelajaran berbasis nilai yang holistik, yang secara bersamaan meningkatkan kompetensi akademik dan pengembangan karakter dalam pelatihan guru.

**Kata Kunci:** 5T, pelatihan guru, pendidikan Islam, profesionalisme guru, UNIDA Gontor

## Introduction

The quality of education is largely determined by the competence, dedication, and teaching effectiveness of teachers. Teachers play a central role in shaping the character, skills, and knowledge of students, which in turn defines the development of a nation's future generations. In the context of Islamic education, particularly within the Department of Islamic Religious Education (PAI), the challenges of fostering and improving teacher quality have increased alongside the demands of global competence and contemporary changes. Therefore, an innovative training model aligned with Islamic educational values is needed, one that equips teachers with robust skills and exemplary character.

At UNIDA Gontor, the need to enhance the quality of teacher training and development in the PAI department has driven the creation of a teaching model rooted in cultural and moral values, known as "5T." The 5T system comprises five core elements: Tata (orderliness and organization), Titi (meticulousness), Titis (depth), Tatag (resilience), and Tutug (completion). Each element of 5T is designed to strengthen teachers' skills and character, enabling them to effectively carry out their teaching responsibilities based on Islamic values. According to Prayitno (2019), an effective teaching system must consider aspects of discipline and regularity to foster a conducive learning environment. Similarly, Sardiman (2012) highlights the importance of precision and accuracy in teaching to achieve optimal learning outcomes.

Furthermore, the 5T model is not merely a collection of principles applied in teaching but a comprehensive educational philosophy that emphasizes the holistic

development of teachers' character and professionalism. Uno (2011), in his theory of motivation and learning, asserts that teacher training and development programs should not only enhance cognitive abilities but also encompass affective and psychomotor domains. With the 5T approach, it is hoped that teacher training processes can improve teaching quality and support more meaningful learning objectives.

Based on this background, this study formulates several key questions: How is the 5T learning system implemented in the teacher training program in PAI UNIDA Gontor? Do the elements of 5T enhance teachers' professional competencies? What are the challenges and obstacles faced in applying the 5T system? How does the 5T system impact the quality and effectiveness of teachers' instruction?

The primary goal of this research is to explore and examine the 5T learning model as a new design in the teacher training and development program within the PAI department at UNIDA Gontor. Specifically, this study aims to analyze the implementation of each element in the 5T system in enhancing teachers' skills and teaching quality; identify opportunities and challenges of the 5T model in shaping teachers' character and professional competencies; and examine challenges in implementing 5T while providing solutions to enhance its effectiveness.

This research is expected to provide both theoretical and practical benefits. Theoretically, the findings are anticipated to contribute to the development of educational sciences, particularly in the field of teacher training and professional development in Islamic education. Additionally, this study could serve as a reference for future researchers interested in examining character-based learning models and Islamic values.

## **Method**

This study employs a descriptive qualitative approach to explore the implementation of the 5T (Tata, Titi, Titis, Tatag, Tutug) learning system in the teacher training program of the Islamic Religious Education (PAI) Department at UNIDA Gontor. The qualitative approach was chosen because it allows researchers to deeply understand how the 5T elements are applied to develop teachers' competencies and character. According to Creswell (2014), this approach is effective for uncovering the meanings derived from participants' experiences, especially within a complex educational context enriched by Islamic values.

The research was conducted within the environment of Universitas Darussalam Gontor, renowned as an institution grounded in Islamic values. The study focused on the Islamic Religious Education (PAI) Department, which has been a pioneer in implementing the 5T model. The research subjects involved three main groups: training participants (teachers undergoing the program), training facilitators (lecturers or trainers), and policymakers (such as program heads and training coordinators). The selection of these subjects aimed to provide a holistic perspective on the 5T implementation.

Data for this study were collected through three primary methods. First, participatory observation was conducted to directly observe the 5T-based training

processes, including the interactions between facilitators and participants as well as the application of each 5T element in the learning activities. Second, in-depth interviews were carried out with the research subjects to gather their views on the effectiveness, challenges, and opportunities of this model's implementation. Third, document analysis was conducted on training modules, 5T system guidelines, and program implementation reports to complement and validate data from observations and interviews.

The collected data were thematically analyzed based on the Miles and Huberman (1994) approach, which involves three main stages: data reduction, data display, and conclusion drawing. In the data reduction stage, data relevant to the research focus were summarized and grouped according to the 5T elements. Data were displayed in descriptive narratives, tables, or diagrams to clarify the thematic patterns identified. Conclusions were drawn based on emerging patterns while ensuring data validity through triangulation.

Triangulation was used to ensure the validity and reliability of the research data. This technique involved comparing data from various sources (participants, facilitators, and policymakers) and integrating multiple methods (observation, interviews, and documentation). Furthermore, member checking was conducted by confirming findings with respondents to ensure that the data interpretation accurately reflected their experiences.

## **Result and Discussion**

### **1. Learning and Teaching Theories**

Learning and teaching are two interconnected concepts in the education system. Learning theories provide a conceptual foundation to help educators understand how students learn, while teaching theories offer guidelines for effective teaching. In the context of Islamic education, the application of these theories must be aligned with Islamic values to shape students who excel academically and possess commendable character (Muhaimin, 2009). This chapter focuses on learning and teaching theories relevant to the 5T framework (Tata, Titi, Titis, Tatag, Tutug).

Learning theories encompass perspectives that explain how individuals acquire, store, and apply knowledge. Two primary theories underpinning the discussion are Constructivism and Behaviorism. Constructivism, as described by Piaget (1954) and Vygotsky (1978), emphasizes that learning is an active process in which students construct understanding based on their experiences. In relation to the 5T model, the Titis element (accuracy of understanding) aligns closely with the constructivist approach, requiring educators to create environments that enable students to comprehend material through exploration and reflection. Skinner (1953), in Behaviorism, asserts that learning occurs through reinforcement. Within the 5T model, the Tata element (orderliness) can be linked to the application of positive reinforcement to encourage student discipline. Order and structure in learning facilitate an environment conducive to teaching and learning. These theories suggest that learning is not a uniform process but must be tailored to the students' characteristics and educational objectives.

Teaching theories guide educators in designing, implementing, and evaluating the learning process. Two relevant approaches are Competency-Based Teaching and Humanistic Teaching. In Competency-Based Teaching, Bloom (1956), through his Taxonomy of Educational Objectives, emphasizes the importance of structured lesson planning to achieve specific learning objectives. The Tata element in the 5T model is rooted in this theory, requiring educators to systematically design lessons, from goal setting to learning outcomes evaluation. In Humanistic Teaching, Carl Rogers (1969) emphasizes that teaching should respect the uniqueness of each individual and support their emotional growth. The Tatag element (courage) in the 5T model fosters students' confidence to face learning challenges, in alignment with the humanistic approach.

In Islamic education, learning and teaching theories aim not only to build academic competence but also noble character. Islamic values derived from the Qur'an and Hadith serve as a normative framework that reinforces the application of these theories. For example, the Tutug element (completeness) reflects the principle of perfection in Islam, as illustrated in the Hadith: "Allah loves a servant who, when he performs a task, completes it excellently" (HR. Bukhari).

## **2. 5T: Tata, Titi, Titis, Tatag, Tutug**

The 5T (Tata, Titi, Titis, Tatag, and Tutug) is a learning approach that integrates orderliness, meticulousness, precision, courage, and completeness into the educational process. This approach is not only technical but also embodies moral values and Islamic character, essential for enhancing the quality of teachers and students. As an innovation rooted in Islamic scholarly traditions and culture, the 5T concept offers a new perspective for designing a learning system based on local values with global relevance (Muhaimin, 2009; Abdullah, 2021).

**Tata: Orderliness in Lesson Planning.** The Tata element emphasizes orderliness in designing and planning lessons, aligning with principles of time and resource management in education. Orderliness is essential for creating an effective and efficient learning environment. Glickman, Gordon, and Ross-Gordon (2018) assert that structured planning plays a crucial role in achieving learning objectives. In Islamic education, this orderliness corresponds to the principle of itqan (perfection), as emphasized in the Qur'an and Hadith (Al-Ghazali, 2010). Through Tata, teachers are required to comprehensively outline goals, materials, methods, and evaluations before beginning the teaching process.

**Titi: Meticulousness in Preparation.** Titi, or meticulousness, underscores the importance of attention to detail during the preparation of lessons. This includes crafting relevant materials, designing teaching strategies, and preparing appropriate learning media. Darling-Hammond et al. (2017) note that meticulous preparation significantly affects the quality of learning outcomes. In Islamic values, meticulousness reflects a teacher's responsibility as a khalifah fil ardh (steward on Earth) (An-Nahl: 43). Hence, the Titi element equips teachers to anticipate technical challenges that might arise during the teaching process.

**Titis: Precision in Implementation.** The Titis element refers to accuracy and precision in implementing lessons, both in terms of methodology and interaction with students. According to Vygotsky's (1978) constructivist theory, effective learning requires approaches adapted to students' needs. Within the 5T framework, this element demands that teachers select methods suitable to students' levels of understanding and ensure that teaching proceeds according to plan. The Islamic value embedded in this element is the principle of hikmah (wisdom), emphasizing the importance of understanding context and situations to make accurate decisions (Abdullah, 2021).

**Tatag: Courage in Facing Challenges.** The 5T framework also emphasizes the importance of courage through the Tatag element, which pertains to teachers' resilience in overcoming obstacles during the teaching process. Hattie (2009) highlights that teachers with courage and confidence are better equipped to manage classroom dynamics and create conducive learning environments. In Islam, this courage is associated with sabr (patience) and tawakkul (trust in Allah), which are foundational in facing educational challenges (Muhaimin, 2009). Teachers who embody Tatag can address challenges innovatively without compromising Islamic values.

**Tutug: Completeness in the Learning Process.** The final element, Tutug, emphasizes the importance of completeness in the learning process. This encompasses covering the teaching material, achieving student competencies, and evaluating learning outcomes. Bloom's (1956) mastery learning theory is highly relevant to the concept of Tutug, where students are encouraged to attain specific competencies before progressing to the next stage. In Islamic education, this completeness reflects the principle of itqan (perfection), which is central to acts of worship. By implementing this element, teachers ensure that no student is left behind in the teaching-learning process (Darling-Hammond et al., 2017).

The 5T concept is an innovative framework that integrates learning theories with Islamic values. Each element is grounded in strong theoretical foundations and has practical relevance for developing teachers' competencies and character. In the context of Islamic education, 5T provides a systematic guide for teachers not only to educate but also to guide students toward shaping virtuous character. Therefore, the application of 5T has the potential to serve as an adaptive and globally competitive educational model (Muhaimin, 2009; Abdullah, 2021).

### **3. The Concept of Teacher Professionalism Development**

Teacher professionalism is a critical element in the success of the education system, as teachers are not only responsible for imparting knowledge but also for shaping the character of students. According to Darling-Hammond et al. (2017), teacher professionalism involves three main aspects: pedagogical competence, professional competence, and moral integrity. In the context of Islamic education, developing teacher professionalism is not solely focused on skill enhancement but also on fostering character based on Islamic values (Muhaimin, 2009).

Dimensions of Teacher Professionalism include pedagogical competence, professional competence, and moral integrity. Pedagogical competence refers to the teacher's ability to design, implement, and evaluate learning processes. Shulman (1987), through the concept of pedagogical content knowledge, emphasizes the importance of a deep understanding of teaching materials and strategies for conveying them. Within the framework of Islamic education, this competence is reinforced by the value of hikmah (wisdom) in managing the learning process (Abdullah, 2021).

Professional competence encompasses the teacher's ability to understand and master their field of expertise. Hattie (2009) posits that professional teachers significantly contribute to students' learning success. From an Islamic perspective, teachers are likened to ulama (scholars), who are obligated to convey knowledge with high moral responsibility (Al-Ghazali, 2010). Moral integrity distinguishes Islamic education from other approaches. Teachers are not only educators but also role models. In this context, the Tatag element of 5T reflects the moral courage of a teacher to lead with principles of truth (Muhaimin, 2009).

Models and Strategies for Teacher Professionalism Development can be implemented through various activities and programs, such as: 1) Training-Based Development: Training is one of the primary strategies for enhancing teacher professionalism. According to Guskey (2002), effective training must address the practical needs of teachers in the classroom. The 5T model supports this strategy by offering systematic guidance from planning to evaluation, encompassing the elements of Tata (orderliness) and Tutug (completeness). 2) Practice-Based Approach: This approach is considered impactful for developing teacher professionalism. Professionalism development through hands-on teaching experience is regarded as more effective. Shulman (1987) highlights that reflecting on teaching practices helps teachers understand their strengths and weaknesses. The Titi element in 5T aligns with this approach by emphasizing the importance of meticulousness at every step of the teaching process. 3) Collaboration-Based Development: Collaboration among teachers and educational communities is another vital strategy. Darling-Hammond et al. (2017) note that collective learning among teachers helps them address shared challenges. In Islamic education, this concept of collaboration reflects the principle of ukhuwah Islamiyah (Islamic brotherhood), which strengthens professionalism based on Islamic values (Abdullah, 2021).

Teacher professionalism development faces various challenges, from time and resource constraints to low teacher motivation. According to UNESCO (2018), the biggest challenge in developing countries is the lack of systemic support for teacher capacity-building. In the context of Islamic education, these challenges can be addressed by instilling moral values that strengthen teachers' commitment to continuous learning and development (Muhaimin, 2009).

Teacher professionalism development is the foundation for achieving high-quality education. The 5T concept offers a holistic approach that integrates modern teaching

theories with Islamic values. By adopting strategies based on training, practice, and collaboration, teachers can continuously improve their competencies. This underscores that teacher professionalism is not only vital for effective teaching but also serves as a means to shape morally upright generations in accordance with Islamic principles.

#### **4. Implementation of the 5T System in Teacher Training Programs**

The 5T system (Tata, Titi, Titis, Tatag, Tutug) is designed as an integrated learning model that incorporates aspects of planning, implementation, evaluation, and character building in teacher training. This program is implemented in the Islamic Education Department (PAI) at UNIDA Gontor to enhance teacher quality across various dimensions, including pedagogical competence, professional skills, and moral integrity. This study identifies how the implementation of the 5T system translates into teacher training practices and its impact on teacher professionalism development.

The Tata phase focuses on developing systematic and structured planning in teacher training. The program begins with designing modules tailored to teacher needs, encompassing both pedagogical competencies and Islamic values. Based on interviews with training participants, they stated that Tata-based planning provides clear direction and helps map out learning objectives (Muhaimin, 2009). Observations also revealed that implementing this phase increased teachers' discipline and awareness of the importance of thorough planning.

The Titi phase emphasizes meticulousness in preparing and executing lessons. In practice, training participants are coached to prepare teaching media, methods, and strategies in detail. Documentation studies show that teachers who apply Titi tend to be more confident and capable of anticipating classroom challenges. This attention to detail aligns with Shulman's (1987) pedagogy theory, which highlights the importance of deep understanding of content and teaching strategies.

In the Titis phase, training participants are guided to implement learning strategies in a timely and targeted manner. Observational data show that participants applying Titis achieve learning goals more effectively compared to control groups. This accuracy is reflected in the use of teaching methods tailored to student needs, such as student-centered learning and reflective approaches (Darling-Hammond et al., 2017).

The Tatag phase aims to train teachers to face various challenges with courage and creative solutions. Interviews with training participants revealed that the Tatag element helps build their confidence and problem-solving abilities. Teachers are trained to manage heterogeneous classrooms and solve problems collaboratively. This aligns with Guskey's (2002) view, emphasizing the importance of hands-on experience in building teacher competence.

The final phase, Tutug, ensures that every learning process is completed with comprehensive evaluation. Evaluation data show that training participants were able to complete their learning tasks with significant outcomes. This completeness reflects success in achieving integration between theory and practice.



The implementation of 5T not only enhances teachers' technical competencies but also builds character based on Islamic values. For example, the Tatag element embodies moral courage, which is relevant in addressing ethical dilemmas in educational environments. This value strengthens the teacher's role as a moral exemplar capable of guiding students holistically.

The implementation of the 5T system in teacher training programs at UNIDA Gontor has shown positive results in improving teacher competence and professionalism. This model can be adopted by other Islamic educational institutions with suitable adaptations. The findings of this study contribute significantly to the development of Islamic value-based training models, integrating professional skills with moral character building.

## **5. Challenges and Barriers in the Implementation of the 5T System**

Every new learning model, including the 5T system (Tata, Titi, Titis, Tatag, Tutug), faces various challenges and barriers during implementation. These challenges can range from technical constraints and differing perceptions to resource limitations. In the context of the Islamic Education Department (PAI) at UNIDA Gontor, identifying these barriers is crucial for refining the application of the 5T system, ensuring it has an optimal impact on teacher training and professional development.

One primary challenge is the lack of deep understanding of the concept and philosophy behind the 5T system. Based on interviews with training participants, some teachers find elements like Tatag and Titis difficult to apply because they require a paradigm shift in how they view the learning process. This aligns with Guskey's (2002) findings, which state that implementing a new learning model demands adequate conceptual adaptation. The 5T philosophy, rooted in Islamic values, necessitates alignment between theory, practice, and teachers' personal understanding of these values.

The implementation of the 5T system requires sufficient resources, such as relevant training modules, learning facilities, and adequate time. Observations indicate that limited infrastructure in certain training locations poses significant barriers. For instance, teachers in areas with poor internet access struggle to participate in technology-based sessions. UNESCO (2018) highlights that resource limitations often hinder the implementation of innovative training programs, particularly in regions with limited access.

Another challenge is resistance from some training participants to new methods. Some teachers feel more comfortable with traditional teaching methods they have long employed. Shulman (1987) notes that changes in teaching practices often encounter resistance, especially when new methods require extra effort in training and adjustment. In the 5T system, elements like Tatag, which emphasize the courage to face challenges, demand high levels of motivation and commitment, not always present in all teachers.

Training participants come from diverse educational backgrounds and exhibit varying levels of competence. Observational data show that teachers with higher

educational backgrounds find it easier to adopt 5T elements compared to those lacking a strong theoretical foundation in pedagogy. This reflects Darling-Hammond et al.'s (2017) findings, which emphasize the importance of differentiated training to accommodate the diverse needs of participants.

The Tutug phase, which focuses on completing the learning process, encounters challenges related to evaluation and measurement. Some participants feel that the evaluation standards applied are unclear or fail to fully reflect their achievements. Character-based evaluations, such as those measuring courage (Tatag) and meticulousness (Titi), are often subjective, necessitating more comprehensive and measurable instruments.

Despite the 5T system's design to align theory and practice, some cases reveal gaps that are difficult to bridge. Some teachers admit that implementing elements like Titis and Tatag is challenging in classrooms with large student numbers or in un conducive learning environments. This supports Muhaimin's (2009) perspective, emphasizing that the success of value-based curricula depends heavily on contextualization and environmental support.

These barriers provide valuable insights for improving the 5T system. Several solutions are proposed: First, strengthening conceptual understanding through additional workshops focused on the philosophy and application of the 5T system. Second, enhancing resources by providing more adaptive, technology-based training modules. Third, employing a differentiated approach to tailor training to the needs and backgrounds of participants. Fourth, developing evaluation instruments that are character-based yet more objective and measurable. These solutions are not only relevant to UNIDA Gontor but can also be adapted by other Islamic educational institutions to improve the effectiveness of teacher training programs.

## Discussion

The concept of the 5T system, which integrates Islamic values into education, aligns with the theory of value-based education that emphasizes the importance of character-building in students through education. In this regard, the elements of Tatag and Tutug support Shulman's (1987) concept of pedagogical content knowledge, which highlights a teacher's ability to deliver material comprehensively and effectively while completing the learning process successfully. The 5T system also enriches Muhaimin's (2009) approach to the Islamic education curriculum, which emphasizes the close relationship between moral character development and knowledge mastery.

Additionally, the element of Titis, which emphasizes precision in the implementation of teaching, correlates with Bloom's (1956) theory on cognitive and affective domains, prioritizing accuracy in knowledge transfer. This study found that the implementation of the 5T system helps teachers design and execute learning activities more precisely, supporting Bloom's theoretical framework.

Teacher professionalism involves the ability to conduct teaching with discipline, precision, courage, and thoroughness. The study findings indicate that the 5T approach is

effective in enhancing these qualities. The Tata and Titi elements directly contribute to orderliness and meticulousness in lesson preparation, consistent with Darling-Hammond et al.'s (2017) perspective that thorough preparation is key to successful learning outcomes.

However, these results also highlight challenges consistent with Guskey's (2002) findings, which state that paradigm shifts in teacher training require significant time and adaptation. Some teachers struggle to practice the Tatag element, particularly when dealing with students from diverse backgrounds. This suggests that pedagogical courage requires additional support and training.

This research resonates with the study by Khasanah and Kurniawan (2020), which examined experiential learning-based training in improving teachers' pedagogical abilities. They found that hands-on, experience-based practice significantly enhances teaching skills. Within the context of the 5T system, elements like Titis and Tutug reinforce these findings by offering a specific framework oriented toward the comprehensive completion of learning tasks.

Nevertheless, this study is unique compared to previous research because it emphasizes the integration of Islamic values at every stage of training. For instance, the Tatag element, which instills faith-based courage, is absent in studies focusing solely on the technical aspects of education. This highlights the 5T system as an innovation grounded not only in professionalism but also in spirituality.

The study's findings affirm that the 5T system is highly relevant for application within the context of Islamic education. This approach supports Fazlur Rahman's (1982) notion of Islamic education as a holistic human transformation process, prioritizing moral and intellectual development. The Tatag element, for example, encourages teachers to become courageous and consistent role models, aligning with the Islamic principle of *uswatun hasanah*.

The implications of this research include enriching the theory of Islamic learning and developing teacher training curricula. The findings highlight the importance of a value-based approach to support learning that addresses not only technical aspects but also moral dimensions. The 5T system offers a replicable learning model with certain adaptations for other institutions. Practically, this model requires stronger support in terms of experience-based training and the development of relevant evaluation instruments. These instruments are crucial for measuring the success of elements like Tatag and Tutug, which are more qualitative in nature.

This discussion demonstrates that the 5T system is an innovation relevant to enhancing teacher professionalism, particularly within the context of Islamic education. Supported by modern learning theories and Islamic approaches, the system provides not only a systematic framework but also integrates moral values into the learning process. This research makes an important contribution by strengthening the connection between

learning theories and the practice of Islamic education, while opening opportunities for further development.

## Conclusion

This study aimed to explore the implementation of the 5T system (Tata, Titi, Titis, Tatag, Tutug) as a novel design in teacher training and development programs in the Islamic Education Department at UNIDA Gontor. Based on data analysis, the study concluded several key points. First, each element of the 5T system—Tata (systematic planning), Titi (meticulous preparation), Titis (precision in execution), Tatag (courage in overcoming challenges), and Tutug (completion of the learning process)—significantly supports the development of teachers' pedagogical competencies and character. The findings indicate that the 5T system is not only effective in enhancing teaching skills but also integrates moral and spiritual dimensions into education. This creates a unique and relevant training model for Islamic education, contributing to value- and character-based learning theories.

The 5T system has the potential to be applied in other educational settings with adaptations to meet local needs. To enhance its effectiveness, continuous support is needed in the form of ongoing training, the development of 5T-based learning modules, and comprehensive evaluation systems to measure the impact of implementing these elements.

As an innovation in teacher professionalism development, the 5T system is expected to serve as a learning model that focuses not only on academic outcomes but also on character formation and moral values, aligning with the goals of Islamic education. These findings make a significant contribution to strengthening the connection between Islamic values and modern pedagogical practices.

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