Vol. 2, No. 1, 2022
25-32

JAIEM

Professional Competence Of Educators In Islamic Boarding Schools: Training And Supervision

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Journal of Advanced Islamic Educational Management

DOI: 10.24042/jaiem.v%vi%i.17229

Received: 13 September 2023

Accepted: 27 Oktober 2023

Published: 30 Desember 2023

Abstract:

Education in boarding schools has a significant role in character-building and increasing religious knowledge among students. However, to ensure that the education provided is by the times and the required competency standards, it is important to pay attention to the role of training and supervision in improving the professional competence of educators in boarding schools. This study aims to determine the effect of training and supervision on improving the professional competence of educators at Pondok Modern Darussalam Gontor Campus 7 Kalianda South Lampung. The method used in this research is to use a quantitative approach with an associative research type design. The sampling technique in this study used a probability sampling system. Data collection methods in this study include questionnaires/surveys, interviews, observation, and document analysis. The results stated that there was an influence of training on the professional competence of teachers at Pondok Modern Darussalam Gontor Campus 7. The positive influence given by training on teacher professional competence is 66.8% and the rest is influenced by other variables that are not studied. There is an influence of supervision on the professional competence of teachers at Pondok Modern Darussalam Gontor Campus 7 with a positive influence given by supervision on the professional competence of teachers at 61.9% and the rest is influenced by other variables not studied.

Keywords: Educators; Islamic Boarding Schools; Professional Competence; Training; Supervision

Introduction

Boarding school education plays a significant role in character-building and increasing religious knowledge among students(Abdullah, 2020). However, to ensure that the education provided is in line with the times and the required competency standards, it is important to pay attention to the role of training and supervision in improving the professional competence of educators in boarding schools(Arifin et al., 2023). Education in boarding schools relies on the primary role of the educators or ustadz in delivering the material and building strong relationships with the students(Pettalongi et al., 2022). Therefore, the level of professional competence of the educators has a direct impact on the quality of education delivered to the students(Murkatik et al., 2020). This is where an in-depth understanding of how training and supervision

can influence the improvement of the professional competence of educators in boarding schools is important(Karim et al., 2021).

Focused and relevant training can provide educators with the new knowledge and skills needed to cope with changes in the curriculum, technology and the demands of the times(Cropley, 2020). Meanwhile, effective supervision can provide a platform for educators to get constructive feedback on their performance, which in turn can encourage self-reflection and improved teaching quality(Tulgar, 2019). However, in the context of Islamic boarding schools, limited resources, distinctive organizational structures, and reliance on tradition can be factors that affect the implementation of training and supervision(Puspitasari et al., 2020). Therefore, in-depth research on the effect of training and supervision on improving the professional competence of educators in Islamic boarding schools is relevant to identify policies and best practices that can improve the quality of education in these institutions(Jatmika et al., 2021).

By understanding and identifying the influence that training and supervision have on improving the professional competence of educators in boarding schools, it is expected to help in developing more effective strategies in improving the quality of religious education organized in boarding schools(Karim et al., 2021). In an ever-evolving era, educators in boarding schools need to constantly update their knowledge and skills(Khoiri & Aryati, 2021). Training can help them keep up with the latest developments in teaching methods, technology, as well as curricula that are relevant to the needs of the times(Kasneci et al., 2023).

Improved professional competence will directly impact the quality of education delivered to students(Backfisch et al., 2020). Proper supervision can help detect weaknesses and provide feedback for continuous improvement(Upadhyay & Sampalli, 2020). With educators having enhanced competencies, santri can receive better learning(Harsya et al., 2023). This affects not only academic aspects, but also character and spiritual development(Benson et al., 2019).

Through this research, effective training and supervision models can be identified to improve the competency of educators in Islamic boarding schools(Illah et al., 2022). This can be the basis for developing better education policies(Kaffenberger, 2021). Islamic boarding schools often face limited resources, including in terms of training and supervision(Sahid et al., 2021). This research can provide insight into approaches that can be adopted in these limited conditions.

Quality religious education is very important for society(Ahid & Haq, 2023). Improved competency in educators at Islamic boarding schools will have a long-term impact on the understanding of religion and morality in society(Roqib, 2021). The importance of this research lies in its influence on the quality of religious education, the development of education that is responsive to current developments, as well as improving the quality of professionalism of educators in Islamic boarding schools(Rohaeni et al., 2021). By understanding and measuring the impact of training and supervision, more effective strategies can be designed to increase the professional competence of educators(Kartini et al., 2020). Based on the background that has been stated, it is important to conduct research to see the influence of training and supervision on increasing the professional competence of educators in Islamic boarding schools.

Methods

The research will use a quantitative approach with an associative research design that aims to determine the effect of training and supervision on improving the professional competence of educators at Pondok Modern Darussalam Gontor Campus 7. The research variables to be studied in this study are divided into three main variables, namely the independent variable (X), which consists of two variables, namely training and supervision, and (Y), which consists of one variable, namely the professional competence of educators at Pondok Modern Darussalam Gontor Kampus 7. The sampling technique in this study used a probability sampling system. Data collection methods in this study include questionnaires, surveys, interviews,

observation, and document analysis. The population in this study were all Pondok Modern Darussalam Gontor Campus 7 service teachers, totaling 151 teachers. The sampling of the research population was carried out using the random sampling technique. In data collection, samples will be randomly selected from each teacher per department. Researchers use the slovin formula, which is a formula or formula for calculating the minimum sample size when the behavior of a population Slovinis not known with certainty. This slovin formula is commonly used in survey research where usually the number of samples is very large, so a formula is needed to get a small sample but can represent the entire population. The sample to be taken is all KMI (Kulliyatul Mu'allimin Al-Islamiyah) teachers who total 151. Because the number is very large, the researcher limits the population to be sampled using the Slovin formula. The formula is as follows:

Formula:

N = N/(1+e^2.N)

151/(1+ 〖(5%〗 ^2).151)

= 110

So the sample taken for research was 110 teachers of Pondok Modern Darussalam Gontor Campus 7.

Results and Discussion

This research uses the external validity of the instrument. In testing the validity of this questionnaire, data was obtained using a Likert scale. The Likert scale has two forms of statements, namely positive statements and negative statements. The Likert scale answer form consists of very suitable, suitable, doubtful (neutral), unsuitable, and very unsuitable. Alternative answers on the Likert scale do not only depend on agreeable or important answers. Alternative answers can be anything as long as they measure a person's attitude, opinion, and perception about an object of answer, for example, good, happy, high, satisfied, and others. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling an instrument grid, which can be in the form of statements or questions. The answer to each instrument item that uses a Likert scale has gradations from very positive to very negative.

In this study, researchers used a Likert scale in the form of statements and made in the form of a checklist (√). Data obtained through distributing questionnaires to professional teachers at Pondok Modern Darussalam Gontor Campus 7 Kalianda and analysed with SPSS and Ms. Excel 2010 tools.Testing the validity of the questionnaire in this study was conducted at Pondok Modern Darussalam Gontor Campus 7 South Lampung, with 110 teachers as respondents.Based on the results of the study, it is known that all questionnaire items are declared valid, therefore all statement items can be used, because these items can measure variables about training, supervision, and teacher professionalism.

Reliability aims to determine the extent to which the measurement results remain consistent, when measuring two or more times against the same symptoms using the same measuring device.The reliability test criteria are for r which is less than 0.80 declared fallen or unreliable.Testing the reliability of the questionnaire in this study was carried out at the Gontor Islamic Boarding School Campus 7 South Lampung, with a total of 110 teachers participating.Based on the results of the study, it can be seen that the reliability value of the training questionnaire is 0.895, which means that the questionnaire questionnaire is very high, therefore it can be concluded that the training questionnaire instrument has a high level of consistency to measure library facility management provided that the research site has the same conditions

as this study. Then based on the results of the study, it is known that the reliability value of the supervision questionnaire is 0.918, which means that the questionnaire questionnaire is very high, therefore it can be concluded that the supervision questionnaire instrument has a high level of consistency to measure teacher supervision. Furthermore, based on the results of the study, it is known that the reliability value of the teacher professionalism questionnaire is 0.752, which means that the questionnaire questionnaire is very high, therefore it can be concluded that the teacher professionalism questionnaire instrument has a high level of consistency to measure teacher professionalism provided that the research site has the same conditions as this study.

The normality test aims to determine whether the data collected is normally distributed or not.With the normality test, it will be known whether the sample taken comes from a normally distributed population or not.The normality test in this study used the Kolmogorov-Smirnov test by setting the degree of confidence (∝) at 5%.According to Imam Ghozali, the regression model is said to be normally distributed if the data plot (dots) describing the actual data follows the digonal line.From the results of the data normality output with spss, the significant value (Test Statistic) for variable X1 is 0.127, variable X2 is 0.107 and Variable Y is 0.124. So the data is normally distributed because the significant value (Test Statistic) for each variable is greater than 0.05, meaning that the data for variables X1, X2, and variable Y are normally distributed. Normality assumptions are met, regression techniques can be used.

The linearity test is used to determine whether the relationship between the independent variable and the dependent variable has a significant linear relationship or not.If the data is linear then the use of multiple analysis in hypothesis testing can be justified but if not then non-linear regression analysis must be used using To determine the linearity of the data can be used using the test of linearity with a significance level of 5%, so that if the linearity significance value is greater than 0.05 then the data is not linear.The results of the Linearity Test based on the data contained in the table above show that the regression line of the training variable (X1) with the teacher's professional competence (Y) on the devition from linierty is 1.124 and a significant value of 0.338> 0.05, thus between the training variable (Y) has a linear relationship with teacher professionalism.The results of the Linearity Test based on the data contained in the table above show that the regression line of the supervision variable (X2) with the teacher's professional competence (Y) on the devition from linierty is 1.231 and a significant value of 0.240> 0.05, thus between the teacher professionality variable (Y) has a linear relationship with supervision.(X2).

Multicollinearity symptoms can be detected through a test that can detect and test whether the equation formed occurs multicollinearity symptoms by using auto correlation between independent variables.The trick is to see each variable of the relationship between the independent variable and the other independent variables by looking at the correlation coefficient interpretation table.This method to test for multicollinearity is seen in the Varience Inflation Factor (VIF).Based on the table above, the results of the multicollinearity analysis do not contain multicollinearity, which means that each independent variable in the regression model because the tolerance value is 0.532> 0.10 and the VIF value is 1,880 < 10.00.So the multicollinearity test for teacher training and supervision does not occur multicollinearity.

Heterocodasticity test is done by spearmen correlation method.Basically, the heterocodasticity test is carried out to determine whether the independent variables have a significant influence on the residual value.Based on the table above, all predictors with a residual value> 0.05 so that it can be said that the regression model obtained is free from cases of heteroscedasticity, 2-Tailed Significant Value X1 0.801, and X2 0.335> from

0.05.This states that the residual variance of this regression model is homogeneous or the regression model obtained is free from heteroscedasticity cases.

The autocorrelation test aims to test whether in a linear regression model there is a correlation between confounding errors in period t and confounding errors in period t-1 (previous).If there is a correlation, it is called an autocorrelation problem.A good regression model should not have autocorrelation.Based on the research results, the Durbin Watson value (2.129) means between du (1.7262) and 4-du = 2.2738. The du value can be found in the distribution of durbin watson table values based on k variables / independent variables (2) and N (110) with a significant 5%. This states that there are no symptoms of auto correlation.

Simple linear regression of the training variable (X1) on the teacher professional competence variable (Y) shows that the value of the correlation / relationship (R) is 0.817 from the output obtained the coefficient of determination (R Square) of 0.668 which implies that the effect of the independent variable (training) on the dependent variable (teacher professionalism) is 66.8%.From the output of the anova table, it is known that the value of F count = 107.658 with a significance level of 0.000 <0.05, so the regression model can be used to predict the teacher professional competence variable or in other words, there is an influence of the training variable (X1) on the teacher professional competence variable (Y).

The results of the simple linear test explain that the value of the correlation/relationship (R) is 0.787 from this output, and the coefficient of determination (R Square) is 0.619, which implies that the effect of the independent variable (supervision) on the dependent variable (teacher professionalism) is 61.9%. From the output of the ANOVA table, it is known that the value of F count = 184.297 with a significance level of 0.000 <0.05, so the regression model can be used to predict the participation variable or in other words, there is an influence of the supervision variable (X2) on the teacher professional variable (Y).

Based on the ANOVA fulfills table, it is known that the significance value is 0.01, thus the regression equation model based on the research data is significant, meaning that the linear regression model fulfils the linearity criteria. The significance value of the training variable (X1) is 0.000 <0.05. 0,05. Based on these results, it can be concluded that the variable supervision (X2) positively influences teacher professionalism (Y). The significance value for the supervision quality variable is 0.000 <0.05. Based on these results, it can be concluded that the supervision variable positively and significantly influences teacher professionalism. If the variable (X1) training increases by one unit, the variable (Y) teacher professionalism will increase by 0.279. If the variable (X2) supervision increases by one unit, the variable (Y) teacher professional competence will increase by 0.520.

Furthermore, based on the results of the study, it is known that the results of multiple linear regression output of training and supervision variables on teacher professional competence. The Coefficient of Determination (R Square) value is a value used to determine the extent of the model form and describe the extent of objective conditions. The R Square value of the variable shows a value of 0.668, meaning that 66.8% of training and supervision affect the professional competence of teachers. While the remaining 34% is influenced by other variables not examined.

Conclusion and suggestion

Based on the results of research and data analysis, it can be concluded that: There is an influence of training on the professional competence of teachers at Pondok Modern Darussalam Gontor Campus 7. The positive influence given by training on teacher professional competence is 66.8%. While the rest is influenced by other variables that are not studied. There is an influence of supervision on the professional

competence of teachers at Pondok Modern Darussalam Gontor Campus 7. The positive influence given by supervision on teacher professional competence is 61.9%. While the rest is influenced by other variables that are not studied.

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