AJEB
journal.amca2012.org

AMCA JOURNAL OF EDUCATION AND BEHAVIORAL CHANGE
e-ISSN 2776-1185
Vol 3, No 1, April 2023, 1-6
DOI 10.51773/ajeb.v3i1.236

Development of a training model in improving the managerial competency of private madrasah aliyah, district and City of Serang

Habudin[1,*], H. Chaerul Rochman[2], Lilis Aslihah Rakhman[3], and Iip Saepulloh[4]

[1]UIN Sultan Maulana Hasanuddin Banten - Indonesia
[2]UIN Sunan Gunung Djati Bandung - Indonesia
[3]UIN Sultan Maulana Hasanuddin, Banten - Indonesia
[4]University of Muhammadiyah Tangerang Banten - Indonesia
[*]Corresponding author: Syihab20.pasca@gmail.com

KEYWORDS
head of madrasah
managerial competence
model development

ABSTRACT The research aimed to produce a model, analyze the feasibility of the model, and analyze the effectiveness of the training model for increasing the managerial competence of private madrasah aliyah heads. This research method uses the Dick Carey and Carey R&D model. The results showed that the Madrasah Head Competency Improvement Training Model (P2K2M) consisted of several components, namely the model strategy, and the social system of training. The model implementation step uses the ICARE syntax. The results of the feasibility analysis of the model show that the P2K2M model is declared very feasible, this is done through expert validation, one-to-one evaluation, small group evaluation, field trials as well as the implementation of the final model (Field Evaluation). . The training model for increasing the managerial competence of madrasah principals is stated to be very effective, both in terms of the significance of the difference in scores between the pretest and posttest. The results of the t-test show that managerial competency is tcount > ttable = 6.511 > 1.694; significance < α0.05 = 0.0003 < 0.005; Then the effectiveness was also seen from the results of observations of trainer activities, participant activities, and trainer responses, participant responses and results of observations of the implementation of the madrasa principal's managerial competence improvement model

1. INTRODUCTION

The potential development of quality human resources relies heavily on education. The progress of a nation in various fields can be measured by improving the quality of its human resources. In Indonesia, optimizing the quality of human resources through education has been carried out. However, the fact is that the Indonesian people are still facing many problems in the implementation of education, which ultimately contribute to the failure of the state to produce quality human resources. One of the problems of education in Indonesia is the low quality of education at every level and educational unit, especially in primary and secondary education. Curriculum development, managerial skill development, and school management improvement are some initiatives undertaken to improve national education standards. One way through the field of madrasah education. In the context of Islamic education, madrasas are the driving force behind national education initiatives. Madrasah continues to be fought for because it is an educational institution that grows and develops from the tradition of religious and community education. Islamic-themed public schools are known as madrasas. Private MA heads are among those who are increasingly aware of the importance of paying attention to aspects of increasing managerial competence from time to time. Private MA heads play an essential role in improving the quality of education for teachers by acting as planners, organising, implementing programs and controlling the activities carried out by teachers and madrasah staff.

One of the keys to the successful completion of tasks in madrasah is the managerial ability of the madrasah head, given the scope of responsibility and authority. Private madrasah teachers can benefit from the guidance, motivation and direction of a principal with good managerial skills. Naturally, the accuracy of programs and activities developed by the principal or other authority based on previous analysis, program planning, program implementation and accurate evaluation procedures must be used to build this managerial competency.

2. LITERATURE REVIEW

Training management is a process of teaching certain knowledge and skills, and attitudes so that trainees become skilled and able to carry out their responsibilities properly. Management training refers to developing employability skills that can be used immediately.

General training is training in which trainees gain skills that can be used in all types of work. Meanwhile, special training is training in which trainees obtain ready-to-use information and skills, especially in work. There are seven main objectives of the training management program, namely improving performance, increasing skills, avoiding management obsolescence, solving problems, preparing for promotion and management success, and providing satisfaction for personal development needs.

According to Ambar Teguh in his book Human Resource Management, training is a systematic process of changing the behavior of employees in a direction to improve organizational goals. This training is very important because of the way it is used to maintain and, at the same time, improve skills to be able to improve performance.

Meanwhile, according to Rivai and Simamora, training is a systematic process of changing the behavior of employees in a direction to increase efforts to achieve organizational goals. Training is related to the skills and abilities of employees to carry out current work, has a current orientation and helps employees to achieve certain skills and abilities to be successful in carrying out their work.

In training, an environment is created to acquire or learn specific attitudes, abilities, skills, knowledge and behaviors related to work. Training usually focuses on providing employees with specific skills that they can immediately apply to their jobs and helping them correct deficiencies in their performance. Training has a rather narrow focus and must impart skills in methods that are more practical than theory which benefits the organization quickly.

Training management can be divided into two, namely in-house training and external training. In-house training (IHT) can be in the form of on-the-job training (OJT) activities, seminars, workshops, internal training, and computer-based training. External training consists of courses, seminars and workshops organized by professional associations, educational institutions and professional trainers.

The ability of the madrasah head to carry out management functions is referred to as the "managerial competence of the madrasah head". This capability is realized through various educational activities, starting with coordinating the madrasah head in the process of planning, organizing, implementing, monitoring, and evaluating. Management has to complete the following specific tasks, which are referred to as management functions: organizing, motivating, controlling, and evaluating, being able to make decisions and take actions to improve madrasah standards.

The ability of the madrasa head to manage organizational resources in accordance with the competencies set to achieve the goals that have been set is called managerial competence. The authority of the education management model to plan, organize, monitor, and control education cannot be separated from teacher performance. There are various ways of educating madrasa principals for managerial competency classes, including the following: 1) as educators who carry them out; 2) as teachers whose authority in madrasas grows; 3) directing madrasah administration so that effective learning can be facilitated; 4) improve the professional competence of educators and educators; 5) Invite others to collaborate in achieving goals; and 6) provide assistance when moving.

Every educator and education staff has different goals in carrying out their respective responsibilities because their activities are so broad. To carry out their duties, roles and functions, the madrasa head must be able to direct, mobilize and empower existing resources, especially all educational staff, through collaboration to achieve madrasa goals. The head of the madrasa must be able to encourage educators and academic staff to increase work motivation in carrying out their main tasks and functions so that the madrasa can achieve its goals in accordance with its vision and mission. According to Asmendri et al., the principals of the madrasas studied demonstrated high managerial competence in all areas, including activity planning, organization, leadership, mobilization and control.

According to Sodiqin and Nurdin, the managerial ability of the head of Madrasah Aliyah can be assessed in four ways: controlling, planning, and organizing. However, compared to other dimensions, the dimension of control or supervision is still relatively low. Susanti and Kasturi emphasized that teachers receive more attention from supervision than from academic subjects. Therefore, the development of a supervision model that emphasizes increasing the competence of madrasa heads is very important. By expanding the goals of coaching, which include not only academic aspects but also managerial aspects, and improving human resources as a whole through collaborative management, this can be achieved.

Competence, according to Musfah, a person's ability in the form of knowledge, attitudes, and skills that are realized through real work and can be of benefit to both individuals and others. According to Article 1 Number 10 of Law Number 14 of 2005 Concerning Teachers and Lecturers, competence is a set of knowledge, skills and behaviors that teachers and lecturers must possess, internalize and master in order to fulfil their professional responsibilities. The act of coordinating and integrating work activities so that others can carry them out effectively and efficiently is known as management. The capacity to plan (planning), organize (organizing), lead (leadership or direction), and control (controlling). Effective and efficient use of all resources is a managerial competency. According to Komariah (2014), the executive is the most common way to organize, sort, coordinate, and direct the efforts of pre-section associations and the use of other authoritative assets to achieve predetermined hierarchical goals. Stoner defines management as this process. The ability of madrasa heads to carry out management functions which is realized through various teaching and learning activities in madrasas, starting from the process of planning, organizing, implementing, monitoring, and evaluating, can be interpreted as the managerial competence of madrasa heads. Iskandar defines a person's managerial ability as their capacity to oversee organizational resources in accordance with the competencies set to achieve the goals set.

The capacity of the madrasa head to carry out planning, organizing and leadership tasks, as defined by Robbins the concept of managerial competence, namely mastering the management of all madrasah resources, is a managerial skill. a. Planning (planning) Planning is an important part of management because organizing, directing or transferring, and controlling all require prior planning. The creation of plans to integrate and coordinate the work of the organization, the definition of organizational goals, and the creation of a comprehensive strategy for achieving those goals are all planning activities. The madrasah director's plan includes the following steps: a) establishing the vision, mission, objectives and strategies for the

development of the madrasah; b) evaluating madrasah opportunities, threats, strengths and weaknesses; c) developing plans or sequences of actions to achieve goals; d) After developing various alternative activities to achieve the goal, evaluate these alternatives, and choose one, choose the best (most satisfying) alternative from the alternatives mentioned above.

3. METHOD

The research approach used is research and model development referring to the steps and procedures formulated by Dick, Carey, and Carey (2015). Preliminary stages: (1) preliminary study or need assessment; Stages of Development: (2) training model planning, (3) initial stage production (draft 1), (4) expert validation, (5) first revision (draft 2), (6) one to one trial, (7) revision second (darf 3), (8) small group trial (small group evaluation), (9) third revision (draft 4), (10) field trial (field evaluation), (11) fourth revision as the final product; Implementation Stages: (11) establish a training model for increasing madrasah managerial competence as a training model used in training implementation. The total population in this study were all private madrasah aliyah heads in the Serang District and City of Banten Province who had attended the competency assessment of madrasa principals, totalling 33 people. the researcher determined a total research sample of 33 madrasah heads.

This research and development uses the Dick and Carey model, namely a learning model developed through a system approach (System Approach). The main steps of the learning system design model proposed by Dick and Carey are identifying learning objectives, conducting instructional analysis, formulating specific learning objectives, developing research instruments, developing learning strategies, using teaching materials, designing and developing formative evaluations, revising learning programs, designing and developing summative evaluations.

The results of the implementation of the training model will be a measure to determine its attractiveness, efficiency and effectiveness. By dividing the total number of goals set by the total number of goals achieved, we can determine how effective the training model is in achieving its goals.

Member action perception sheets, trainer action perception sheets, mentor reaction sheets, member reaction sheets, and model implementation perception sheets are the instruments used in preparing assessments to collect feasibility information. By multiplying the average value of the number of participants or heads of private madrasah aliyah who attended training to increase managerial competence, the percentage of learning effectiveness can be determined. A scale of 10 to 100 is used to measure test results after training.

In this study, the application of the model is used to measure the effectiveness of the training model. According to the training, there are 10 questions used to describe managerial competence. Results: 1) observing the activities of the participants;2) observing trainer activities; 3) observing the responses of the training participants; 4) observing participant responses; 5) observing the implementation of the training; and 6) determining whether or not the difference in mean pretest and posttest results is significant.

3.1 Tes Kredibility

The level of one's trust in qualitative research data is measured by a credibility test. Prastowo claims that this credibility test has two purposes: first, to carry out the investigation in such a way that we can have confidence in our findings, and second, to show that our findings can be trusted by proving the many facts learned.

n this study, credibility (credibility) was tested through triangulation. Moleong explains that triangulation, which is also known as data comparison, is a method that uses something else to verify the validity of data. Sugiyono further stated that triangulation is a method for verifying the validity of data by combining various data collection strategies with existing data sources. To check or compare it with research data, something other than that is used in this method.

3.2 Tes Transferbilitas

In qualitative research, Sugiyono explained that the transferability test is a method for assessing external validity. Research results can be shown to be accurate or applicable to the population from which the sample was drawn using this test. Moleong further explained that transferability is an empirical issue that is influenced by the similarity of the context of the sender and receiver. The researcher will provide a systematic, clear and detailed description of the research results to apply the transferability test in this study. The purpose of explaining the results of the research in detail, clearly and systematically is that others can easily understand this research and the results of the research can be applied to the population where the sample in this study was taken.

3.3 Tes Dependability

While the dependability test in qualitative research involves auditing the entire research process, the dependability test in quantitative research is more commonly referred to as reliability. Sugiyono also explained that auditing the entire research process was used to carry out dependency tests. In this study, the researcher will conduct an audit by meeting again with the supervisor, and then will audit all research procedures. Researchers will examine safeguards designed to reduce errors in research processes and results.

3.4 Tes Confirmability

Confirmability test is a measure of objectivity in quantitative research. Research is considered objective if many people agree with its findings. According to Prastowo, there are four methods for conducting a confirmability test: 1) increasing persistence; 2) triangulation; 3) peer discussion; and 4) utilizing reference materials.

4. RESULT & DISCUSSION

The first stage carried out in the one-to-one trial was to identify the characteristics of the training participants. The training participants or also referred to as respondents in question are private madrasah aliyah heads in the district and city of Serang who have taken the competency assessment test for madrasah principals. Based on the identification results, 33 madrasah heads were determined as respondents. The second stage is to determine trainers

based on predetermined criteria. Based on these criteria, two trainers were appointed, one from an academician, and one practitioner. The main task of the two trainers is to act as the main resource person as well as accompany the trainees in the training process. In addition, the Trainer is also a respondent to provides observations on the activities of the trainees during the training process. The third stage, the implementation of training which consists of opening activities, learning activities and closing activities.

Participants carry out a pretest to find out their level of initial knowledge before starting the process of learning and training activities. Instead, a posttest is given at the end of each training module session to measure the increase in participants' knowledge. There are ten questions for pretest and posttest. The managerial competency test for private madrasah aliyah heads in the Regency and City of Serang is the basis for development. In addition, the following is a description of the results of the pretest and posttest of these managerial competencies:

4.1 Managerial Competency Pretest Results

The distribution of pretest scores for the managerial competence training participants at private madrasah aliyah heads of the Serang Regency and City of Banten Province, 5 people or 11.33% scored in the High category. 15 people or 46.34% scored in the Medium category. 13 people or 42.33% scored in the Low category. The distribution of managerial competency pretest values is presented in Table 1. The data in the table above shows that training participants still tend to have low managerial competence.

4.2 Managerial Competency Postest Results

In the distribution of the posttest scores of the managerial competence training participants at private madrasah aliyah heads of the Serang Regency and the City of Banten Province, 5 people or 13.25% scored in the Very High category. 10 people or 34.25% scored in the High category. 11 people or 36.25% scored in the Medium category. 7 people or 16.25%, scored in the Low category. The distribution of managerial competency posttest values is presented in Table 2.

4.3 Observation of Training Participant Activities

Two observers monitor the activities of the participants. At each training session, the main responsibility of the observer is to observe all the activities of the trainees during the learning process. The instrument used in the one-on-one study was a questionnaire with 17 questions. A Likert scale with five possible answers was used for short comments and fourteen closed questions. Alternative responses: 1) none, no value; 2) worthless, inactive; 3) less energetic, worth 2; 4) involved, worth 3; 5) very active, worth

TABLE 1. Distribution of Frequency and Percentage of Managerial Competency Pretest Scores (N=33)

Category	Interval	Frequency	%
1. Very High	81-100	-	-
2. High	66-80	5	11,33%
3. Medium	51-65	15	46,34%
4. Low	10-50	13	42,33%

TABLE 2. Distribution of Frequency and Percentage of Managerial Competency Posttest Scores

Category	Intervals	Frequency	%
1. Very High	81-100	5	13,25%
2. High	66-80	10	34,25%
3. Medium	51-65	11	36,25%
4. Low	10-50	7	16,25%

TABLE 3. Distribution of the Average Value of Observation Results of Participant Activities Based on

Observer	Average	Category
1. Observer 1	3,43	Very Active
2. Observer 2	3,07	Active

4. In the opinion of the respondents' training participants, three fields were open. With a cumulative average value of 3.25, the observations of the two observers indicated that the training participants' activities were generally suitable. The distribution of the scores obtained from training observations in the one-to-one trial, as described above, is summarized in the form of Table 3 and Figure 1:

Based on the responses from the two observers, the data in the table and figure above shows that the training participants' activities were entirely satisfactory, with improvements in several components. Observations in response to the first question, which asks observers to answer questions; Does the learning clearly show participant participation through independence, discussion, practice, presentation, and study? The answer is "Yes." Following the instructor's request that the participants read the material module according to the current learning session, one of the participants was asked to present the tasks or worksheets that had been completed, and the other training participants provided feedback or input. Finally, the instructor offers reinforcement for the tasks the participants have finished. The fifth question asks the observer to respond to another question; When the trainer allows discussion, are the participants enthusiastic about commenting? Yes, participants with the initials SDN and AZ actively contributed with questions, comments and input; However, participants with the initials RN still lacked interaction and communication with trainers and other training participants.

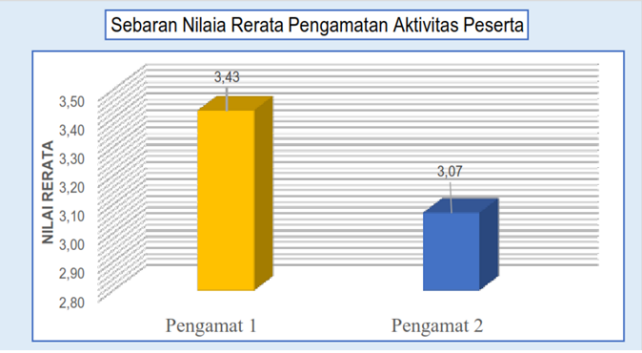

FIGURE 1. The Average Value of Participant Activity Observation Results

The sixth and final question requires the respondent to respond; Does the trainer's feedback help participants understand the training material better? Yes, participants can understand the material after the trainer offers an explanation or feedback and the trainer continues the material. The seventh question, which solicits responses from observers, comes next. Do the trainees participate actively in the learning process? He responded, "There was one participant whose initials was RN; when the trainer delivered the material, they were less focused and only opened their cellphones."

Meanwhile, the other two people concentrated and occasionally asked questions or directly gave feedback to the trainers. In addition, to question number nine, which asks observers to respond to the participants' activeness in completing assignments or worksheets via each participant's laptop, are participants always active? Time to do homework or worksheets?". It can be concluded, based on the observations made by two observers, that if the trainees receive training in IT or computer operations, it will be easier for trainers to guide them and it will take less time to explain how to send files, download files, and save them in files, folder on each participant's computer.

4.4 Observation of Trainer Activity

To evaluate the trainer's adherence to the entire set or steps of the existing training model in the training mode, the observer observes the trainer's activity. The training committee selects two observers to participate in the observation process. Watching the Trainer's every move from the beginning of the training to the end is the main responsibility of the observer.

The instrument used was a questionnaire/questionnaire with 37 questions: 34 closed questions and short comments with a Likert scale and five possible answers. Alternative responses: 1) none, no value; 2) is not active, has a value of 1; 3) less energetic, worth 2; 4) engaged, worth three; 5) very active, worth four. In the opinion of the training participants who were the respondents, three areas were open. The 37 questions are broken down into three categories: the Pre-learning category has five questions, the Material Presentation category has 26 questions, and the Material Closing category has three questions. With an overall average score of 3.27 aspects, the evaluation of Trainer activities based on the observations of observer 1 is generally favourable. For observer 2, with an average score of 3.32 for all aspects, all aspects of the trainer's activities are in a good category. The distribution of the average scores for each aspect is summarized in the form of tables and graphs below.

5. CONCLUSION

From the description above, it can be concluded that student motivation can affect student achievement. As with the ANOVA test that was carried out, the motivation column shows a significant number of 0.018 less than 0.05, which means that there is an average difference between students with high learning motivation and students with low learning motivation in learning achievement.

Motivation and learning from the results of the research indicated that there is no interaction. The value of significance from motivation and learning, the number 0.466, is more significant than 0.05. So, it can be concluded that there is no interaction between learning and motivation on student achievement. As with other research conducted by Janah Fahiratul (2019), Learning and motivation only affect student achievement 6%, and other factors influence 96%.

References

Alismail, H. A., & McGuire, P. (2015). 21st Century Standards and Curriculum: Current Research and Practice. *Journal of Education and Practice*, 6(6), 150-154.

Arifin, Z. & Retnawati, H. (2017) Pengembangan Instrumen Pengukur Higher Order Thinking Skills Matematika Siswa SMA Kelas X. Pythagoras: *Jurnal Matematika dan Pendidikan Matematika* 12(1), 98-108, https://doi.org/10.21831/pg.v12i1.14058

Arikunto, S. (2021). Dasar-Dasar Evaluasi Pendidikan (Edisi 3). Bumi Aksara.

Das, K., et al. (2019). *Automation and the Future of Work in Indonesia: Jobs lost, Jobs Gained, Jobs Changed*. McKinsey & Company.

Degeng, N. S. & Degeng, P.D.D. (2018). *Ilmu Pembelajaran: Klasifikasi Variabel untuk Pengembangan Teori dan Penelitian*. Yayasan Taman Pustaka Kristen Indonesia.

Dinni, H.N. (2018). HOTS (High Order Thinking Skills) dan Kaitannya dengan Kemampuan Literasi Matematika. *Prisma, Prosiding Seminar Nasional Matematika*. 170-176. Retrieved from https://journal.unnes.ac.id/sju/index.php/prisma/article/view/19597

Fahiratul, J. (2019). Hubungan kemampuan berfikir tingkat tinggi dan motivasi terhadap hasil belajar kimia. *Unpublished thesis*. Retrieved from https://repository.uinjkt.ac.id/dspace/bitstream/123456789/43771/1/FARIHATUL%20JANAH-FITK.pdf

Handayani, R. & Priatmoko, S. (2013) Pengaruh pembelajaran problem solving berbasis HOTS terhadap hasil belajar kimia siswa kelas X. *Jurnal Inovasi Pendidikan Kimia*, 7(1), 1051-1062. https://doi.org/10.15294/jipk.v7i1.4406

Kurniawan, I. (2020). Penggunaan Metode pembelajaran Discovery Learning Berorientasi HOTS untuk Meningkatkan Hasil Pembelajaran. *Jurnal THEOREMS (The Original Research of Mathematics)*, 5(1), 25-31. http://dx.doi.org/10.31949/th.v5i1.2090

Ma'ruf, A.H., Syafi'I, M., & Kusuma, A.P. (2019) Pengaruh model Pembelajaran Mind Mapping berbasis HOTS terhadap motivasi dan hasil belajar siswa. *Mosharafa: Jurnal Pendidikan Matematika*, 8(3), https://doi.org/10.31980/mosharafa.v8i3.552

Musfiqi, S. & Jaelani. (2014). Pengembangan Bahan Ajar Matematika yang Berorientasi pada Karakter dan Higher Order Thinking Skill (HOTS). *Pythagoras: Jurnal Matematika dan Pendidikan Matematika* 9(1), 45-59. https://doi.org/10.21831/pg.v9i1.9063

Nur'afiah. (2017). Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Matematika Siswa (Studi Kasus Siswa SMAN 3 Palopo). *Unpublished Thesis*. Retrieved from http://repository.iainpalopo.ac.id/id/eprint/2318/1/Nur%E2%80%99Afiah.pdf

Nurwahida. (2018). Pengaruh Pendekatan Hight Order Thinking Skills (HOTS) Terhadap Hasil Belajar Ilmu Pengetahuan Sosial Murid kelas IV SD. *Unpublished thesis*. Retrieved from https://digilibadmin.unismuh.ac.id/upload/2616-Full_Text.pdf

Riadi, A. & Retnawati, H. (2014). Pengembangan Perangkat Pembelajaran untuk Meningkatkan HOTS pada Kompetensi Bangun Ruang Sisi Datar. *Pythagoras: Jurnal Matematika dan Pendidikan Matematika* 9(2), 126-135. https://doi.org/10.21831/pg.v9i2.9074

Riyanto, Y. (1996). *Metodologi Penelitian Pendidikan, suatu tinjauan dasar*. SIC.

Setyowati. (2007). Pengaruh Motivasi Pembelajaran Terhadap Hasil Belajar Siswa. *Unpublished Thesis*. Retrieved from http://lib.unnes.ac.id/1088/1/2668.pdf

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Sumarmo, U. (2013). *Berpikir dan Disposisi Matematik Serta Pembelajaranya*. UPI Bandung.

Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Depdiknas.

Winarsunu, T. (2017). *Statistik dalam Penelitian Psiokologi dan Pendidikan*. UMM Press.

Yen, T.S. & Halili, S.H. (2015). Effective Teaching of Higher-Order Thinking (HOT) in Education. *The Online Journal of Distance Education and e-Learning*. 3(2), Retrieved from https://tojdel.net/journals/tojdel/articles/v03i02/v03i02-04.pdf