

The Determinants of Effective Islam-Based Junior High School in the Regency of Purbalingga

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Abstract

This study is based on the performance of education supervisors, the performance of madrasah principals, the performance of professional teachers, and the performance of madrasah committees, which synergize into the model of effective madrasah tsanawiyah in Purbalingga District. The problems raised in this study are (1) whether the relationships among the variables affecting the effectiveness of madrasah can be empirically tested and (2) how the contribution of education supervisors, heads of madrasah, professional teachers, and madrasah committees to the quality of madrasah processes and effectiveness. This research was designed as a correlational study using path analysis. The population of this study was all professional teachers in 31 of 39 public and private MTs accredited "A" and "B" in Purbalingga District. The total number of population was 334 people with the error rate of 10%. The sample size was 150 people. The data were analyzed based on the structural equation model (SEM) using AMOS. Based on the data analysis, it was found that: First, there is a correlation between the conceptual model and the empirically tested model. Second, the performance of education supervisor, head of madrasah, professional teacher, and madrasah committee have an effect on the quality process. The contribution of the exogenous variable influence was 89.9%, the rest 10.1% was influenced by other factors beyond the model. Third, the contribution of quality process variable, education supervisor, head of madrasah, professional teacher, and madrasah committee on effective madrasah was 93.4%, the rest 6.6% was influenced by other factors. Fourth, the model can be used to predict effective madrasahs with the effort of managing the tested exogenous variables. It can be recommended that the effective madrasah tsanawiyah model can be used to predict the effectiveness of madrasah by prioritizing on quality process variables, professional teacher performance, madrasah head performance, and madrasah committees performance, with various sciences and insights.

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INTRODUCTION

Education is an important and significant sector to improve human dignity, and even a parameter of the progress and dignity of a nation. Therefore, the civilized nation is fully aware to always strive to improve the quality of education. Improving the quality of human resources is the key to achieving a better and prosperous future for the nation of Indonesia. Although our country is rich in natural resources, there is no guarantee that this nation will automatically become prosperous. One of the dominant factors is that our human resources have not been able to optimally manage the natural resources. Sukmadinata (2011, p. v.) states that the Indonesian people need an increasingly qualified education, which can improve the nation's quality, develop character, and provide excellence and creative ability. The urgency of all that is increasingly felt. The era of quality achievement requires qualified human resources who have the willingness and ability to always enhance the quality on a continuous basis (continuous quality improvement). Nevertheless, the quality of Indonesia's human resources will certainly be lower than the human resources in other countries. Of the forty-three countries, Indonesia is still in the tenth position from the last in various areas of life at this time (Mulyasa, 2003, p.1). Viewed from the economic perspective, globalization is defined as a process of internationalization of products, mobilization of capital, and an increasingly swelled international society, multiplication and investment, privatization, adoption of a democratic political system, and regional autonomy. Meanwhile, viewed from the technological perspective, globalization means globalization through the mastery of technology and information (Sisdiyanto, 2006, p.1).

Various cases that may arise include juvenile delinquency, student brawl between schools, drug abuses, murder, sexual harassment, and so forth. All of them makes parents more anxious about the future of their children. In the period between July to September 2012 alone, students killed in brawl between schools amounted to 13 people

(Kompas, 16 September 2012). The tasks that are burdened to educational institutions, especially Islamic educational institutions, namely madrasah, in the era of autonomy and globalization is increasingly heavy. As an educational institution based on religious values, education in madrasah is not only required for the transfer of knowledge, but more than that it is required to transfer of (Islamic) Values. In fact, Islamic educational institutions are still struggling with so many unresolved problems that Assegaf call the term, 'intellectual dead-lock'. (Sisdiyanto, 2006, p. 3). The world of education is never finished in the face of various challenges as unfinished business (unfinishible business). Things like this always hit the world of education. This era of global transformation has attracted many experts and educational thinkers to try to keep the world of education as a place of conservation value that is upheld by the community and also functions for renewal and modernization of the system in order to manage education in order to anticipate the challenges of the times that continue to move forward.

Among the challenges faced by madrasah, according to Azra (2009), is the quality, relevance, and formal repositioning of Islamic educational institutions as regulated in legislation in order to be directed to achieve a real reposition reflected in the product of graduates of educational institutions that are expected to compete with products of public and similar institutions in various arenas of life. The strength, capability, resilience, and flexibility of graduates of Islamic education institutions are needed to respond and adapt to social, economic, political and technological constellations.

Various efforts to improve the quality of Madrasah Tsanawiyah have been done by the Ministry of Religious Affairs with Quality Improvement, Relevance and Competitiveness Program in 2010-2011, among others, through Madrasah Tsanawiyah Accreditation. The number of State MTs is 1,437 or 9.7%, while the number of Private MTs is 13,320 or 90.3%. The number of accredited MTs "A" is 1,173 or 7.9%, the accredited "B" amount is 5,446 or 36.9%, the accredited "C" 3,391 or 23.0% and the unaccredited amount 4,747 or 32.2%. This

means that accredited MTs are 67.8% of the total Madrasah Tsanawiyah (Directorate of Madrasah Kemenag RI Education, 2012, p 42).

Based on the MTs Teacher Professional Certification Policy, the number of MTs teachers nationally is 265,575. Of that number, teachers who have certified professionals 65,545 people or 24.7%. In addition, the MTs teachers included in the path of Education and Teacher Profession (PPG) during the 90-hour Training amounted to 25,761 people or 9.70%. In relation to governance, imaging, and capacity building of madrasah management, the development of madrasah head competencies is done through the implementation of School Based Management for 9355 MTs teachers. Furthermore, it is conducting Education and Training (Diklat), 4,635 supervisors and heads of madrasah follow the training as an effort to improve the performance of Islamic religious education supervisor and head of madrasah. The data shows the seriousness of the Ministry of Religious Affairs in an effort to improve the quality and management of Madrasah which is done continuously by the Directorate of Madrasah Education. Based on the facts from the pre-survey results conducted in April 2015 on the performance of Islamic religious education supervisors, heads of madrasah, professional teachers, and madrasah committees in MTs Purbalingga District provide results that can be stated among others as follows.

First, according to the Pendais supervisor, the schools that did not prepare the Supervision and Assessment Program to the Teachers were 13.3%, the schools that compiled the program but were incomplete 40%, the schools that compiled the program well 43.3%, the schools that had not yet conducted the evaluation result of 46.6% supervision program. Secondly, the head of a madrasah that does not carry out regular teacher quality improvement is 6.6%, which performs well 36.6%, and that implements it very well 26.6%. Meanwhile, the head of madrasah who has not followed up academic supervision is 36.6%. Third, professional teachers who do not plan an effective learning activity of 6.6%, who planned the activity well 46.6%, and who implement it effectively 20%. On the other hand, the head of

the madrasah has not increased its professional competence by using enrichment books and 43.3% IT tools. Fourth, the madrasah committee that gives consideration but not yet in accordance with expectations is 43.3%, which gives active consideration 40%. In addition, the committee that does not control and supervise the progress of madrasa programs 36.6%.

The condition is quite apprehensive so the researchers are motivated to do research on why there is a fact gap between the significant steps by the Directorate of Madrasah Education with the factual circumstances in the field. Based on data from 2003, the Minister of Religious Affairs has established an institution that empowers and enhances the quality of madrasah called the Assembly and Consideration of Religious and Religious Education Education (MP3A) with the Decree of the Minister of Religious Affairs No. 386 of 2003. (Ministry of Religious Affairs, 2006, p. xiii). The Assembly has duties, among other things, to socialize the Empowerment Partnership Development Policy of Madrasah (BMPM) and to establish synergy between work groups.

Supervisors (Pokjawas), Ma'arif NU Education Organizers, Muhammadiyah Education Providers, Universities, etc. are tasked with providing technical assistance and supervision supervision programs continuously and facilitating academic services and facilities for the implementation of quality Islamic high school education (Ministry of Religious Affairs, 2006). Based on these facts, the authors are interested in conducting research on the determinants of effective madrasahs, namely the performance of the supervisors' supervisors, the performance of madrasah heads, the performance of professional teachers and the performance of the madrasah committees towards the quality of the process and devising a conceptual model of Effective Tsunamiyah Madrasah in Purbalingga District.

METHODS

This study examines the determinants of the performance variables of Islamic religious education supervisors, the performance of madrasah heads, the performance of

professional teachers, the performance of madrasah committees that affect the process quality variables and then affect the variables of Madrasah Effective. Data were collected using questionnaires for madrasah tsanawiyah teachers with professional certificates. Sample was drawn using random sampling technique and analyzed based on teacher perception. This research uses descriptive approach, correlation, prediction, and path analysis. Survey is a method of quantitative research in addition to experimental methods. Quantitative research method can be interpreted as research method based on philosophy of positivism, (Sugiyono, 2009, p.8), that is research with certain sample. Data were collected using questionnaire instruments and analyzed quantitatively in order to test the predefined hypothesis.

The flow of positivism views reality and its symptoms as something concrete, which can be observed and classified, then measurable and testable. In quantitative research, the relationship between variables can be viewed as a reciprocal relationship or causal relationship. Data from State and Private Madrasah Tsanawiyah in Purbalingga Regency amounted to 39 from 752 total teachers, 365 (48.54%) professional certified teachers and 387 (51.46%) non-certified teachers. Number of certified professional teachers who are the population are teachers who teach in 31 M.Ts Affiliated and Private Accredited "A" and "B" with 334 teachers. Of that number the teacher who was drawn as a sample was 150 people.

The variables of this study consist of endogenous latent variables (4) and four exogenous variables (independent latent variables). Latent variables are concepts that can be observed indirectly and imperfectly through their influence on the observation variables or measurement variables. Endogenous latent variables consist of two categories, namely process quality and effective madrasah variables, while the exogenous latent variable consists of (1) supervisor performance variable, (2) performance variable of madrasah head, (3) professional teacher certified performance variable, and (4) the performance of the madrasah committee.

To confirm the data, the researchers used documentation and interview methods. Furthermore, the statistical techniques used to analyze indicator variables, latent variables, and simultaneous error measurements are Structural Equation Modelling with AMOS techniques. In SEM are known exogenous latent variables (ie explaining variables) and endogenous latent variables (ie variables described). In addition, according to Ghazali (2008, p.11), structural equation models can analyze two-way or reciprocal relationships. Social research experts are interested in predictions, which can involve complex variables that are structural relationships between several research variables. SEM can also reveal and serve as well an analysis of the quality of measurement and prediction. SEM is flexible and simultaneous in examining the quality of measurements and predictive relationships between constructs.

RESULTS AND DISCUSSION

The research data in Madrasah Tsanawiyah was analyzed statistically using SEM statistics by utilizing SPSS 21 and AMOS 21 program. Assessment includes Fit Model of Exogenous and Endogenous Variables. Confirmatory Factor Analysis (CFA) is used to test whether the indicators used in each latent construct in this study are appropriate indicators for measurements of the latent constructs concerned.

Overall Fit Rating of Performance Monitoring Performance of the Pendaes

The test results on the performance variables of a penis monitor using CFA shows that from 10 indicator points there are 3 indicators that have a standardized value of direct effects less than 0.5. Thus, the three items must be dropped from the model, ie KP1 (0.440), KP6 (0.201), and KP7 (0.218). The test results on the performance variables of the overseer supervisors above show that all indicators have a standardized value of direct effects over 0.5. It can be concluded that all indicators are valid and can be used as an observed variable in the next analysis phase; nothing needs to be dropped from the model.

Assessment of Overall Fit Variable Performance of Professional Teachers resulting from testing of professional teacher performance variables using CFA indicates that 1 indicator has a standardized direct effect value of less than 0.5, ie KG1 which needs to be excluded from the model. After the deletion of 1 item, all indicators (19 items) have a default value of direct effects > 0.5. It can be concluded that all indicators are valid and can be treated as an observed variable in the next analysis phase. So, nothing needs to be dropped from the model.

Assessment of Overall Fit Variable Performance of Madrasah Committee

The test result on the performance variable of the madrasah committee using CFA shows that 2 indicators have a standardized direct effect value less than 0.5, ie KM4 and KM8 so both need to be removed from the model. After the deletion of 2 items, all indicators (8 items) have a default value of direct effects > 0.5. It can be concluded that all indicators are valid and can be used as an observed variable in the next analysis phase. Nothing needs to be dropped from the model.

Assessment of Overall Fit Process Quality Variables

The results of the CFA testing of Process Quality variables indicate that 4 indicators have a standardized direct effect value of less than 0.5, ie MP2, MP3, MP10, and MP11 which need to be removed from the model. After the deletion of 4 items, all indicators (14 items) have a standard value of direct effects > 0.5 then it can be concluded that all indicators are valid and can be used as an observed variable in the next analysis phase. Nothing needs to be dropped from the model.

Assessment of Overall Fit Variable Madrasah Effective

The results of the effective madrasah test using CFA showed that of all indicators, 4 items had standardized direct effects value less than 0.5, so it should be dropped from the model, ie ME9, ME12, ME18, and ME21. Results from Confirmatory Factor Analysis show Effective Madrasah Variables. Effective Madrasah variable test results using CFA indicate that all

indicators (18 items) have standardize direct effect value > 0.5 then it is concluded that from all observed variable indicator, in the next step, there is nothing to drop from model.

This study also tested the validity and reliability of the instrument. The test results can be submitted as follows. First, Ghozali's convergent validity explains that the indicators of a latent construct must be convergent or share a high proportion of variants. This can be seen from its loading factor value. One yarad to be met is that the loading factor must be significant. Since the value of the significant loading factor may still be low, the standardized loading estimate should be equal to 0.50 or more, ideally should be 0.70 (Gozali, 2008). Another requirement is discriminant validity. This discriminant measures how far a construct is completely different from other constructs. The high discriminant validity value provides evidence that a construct is unique and captures the measured phenomenon. The test is done by comparing the square root value of the extract variance (AVE) with the correlation value between the constructs. The square root value of AVE for each latent construct (bold) is larger than the correlation between constructs so it can be concluded that the data in the study it has good discriminant validity.

The next step is Test Assumption. The first is the Assumption of Normality of Ghozali (2008) which states that the evaluation of normality is done using the criterion of the critical ratio (c.r.) skewness and kurtosis value which is between the + 3 values at the 0.01 level of significance. Multivariate normality also uses the same critical criteria criteria. Normality test results show that all data are normally distributed univariate, although multivariate normality is still found because the c.r values are out of the -2.58 and 2.58 range.

Second is the Assumption of Multicollinearity and Singularity. With the multicollinearity & singularity in a combination of variables, then there is something to be observed from the determinant of sample covariance matrix. Very small determinant values indicate the presence of multicollinearity and singularity. Hair, et al (2010) states that the best way to do this is to divide the highest

Mahalanobis Distance value by the number of indicators used in the analysis. Then, the result should be lower than 2.5. If it is known that the highest value of Mahalanobis Distance is 123,805 and the number of indicators used is 79

pieces, then the result is 1.567. The result is well below the 2.5 threshold so it can be concluded that there is no multicollinearity and singularity. Thus, the data in this study is feasible to use.

Table 1. Test Results of Discriminant Validity

Pendais Supervisor Performance	Madrasah Principal Performance	Certified Teacher Performance	Madrasah Commission Performance	Quality Process	Effective Madrasah
1	2	3	4	5	6
1 0,990					
2 0,833	0,995				
3 0,825	0,882	0,996			
4 0,773	0,852	0,844	0,980		
5 0,899	0,894	0,893	0,846	0,990	
6 0,890	0,929	0,913	0,847	0,937	0,994

Significance Parameters in this case can be confirmed from exogenous variables that affect

the Process Quality of the data as shown in Table2.

Table 2. Results of Test of Influence on Process Quality

Variabel Eksogen	Estimate	S.E.	C.R.	P
Pendais Supervisor Performance	.393	.087	4.509	***
Madrasah Principal Performance	.238	.111	2.139	.032
Certified Teacher Performance	.346	.138	2.509	.012
Kinerja Komite Madrasah	.195	.139	1.403	.161

Exogenous variables are said to have a significant influence on endogenous variables if the variable has a P value lower than 0.05 and Critical Ratio higher than 1.96. Based on these criteria, exogenous variables affecting process quality are performance variables of supervisor pendais, performance of madrasah head, and performance of certified teacher. The four exogenous variables have an estimated positive estimation coefficient so that the given effect is positive.

Furthermore, the steps taken are Hypothesis Testing. From the data analysis can be obtained statistic number that is contribution of supervisor supervisor performance, performance of head of madrasah, professional teacher performance, and performance of madrasah committee to Quality of Process as follows.

Regarding the performance contribution of Pengdaas watchdog to process quality, it was

found that the value of C.R. from the influence of Performance Monitoring Performance of Pendais to Process Quality is higher than t-table value, that is C. R> t-table (4.509> 1.960), and its probability value (0.000) below 0.05. Therefore, the hypothesis that regression weight is equal to zero can be rejected. This means that the effect of Performance of the Pengdaas on Process Quality is significant.

About the contribution of Madrasah Head's performance to process quality, it was found that the value of C.R. from the influence of performance variable of Head Madrasah to Quality of Process is higher than ttable value, that is C.R> t-table (2.139> 1.960) and its probability value (0.032) below 0.05. Therefore, the hypothesis that regression weight is equal to zero can be rejected. This means that the influence of Madrasah Head's performance on Process Quality is significant.

Furthermore, regarding Teacher Professional's performance contribution to Process Quality, it was found that the value of C.R. from the influence of Professional Teacher performance variable to Process Quality is higher than t-table value, ie C.R.> t-table (2.509> 1.960) and probability value (0.012) below 0.05. Therefore, the hypothesis that regression weight is equal to zero can be rejected. This means that the effect of Professional Teacher Performance on Process Quality is significant. About the contribution of Madrasah Committee Performance to Process Quality, it was found that the value of C.R. the influence of Madrasah Committee Performance Quality to Process

Quality is greater than t-table value, ie C.R <t-table (1.403 <1.960), and its probability value (0.161) higher than 0.05. Therefore, the hypothesis that regression weight is not equal to zero is acceptable. This means that the influence of Madrasah committee performance on Process Quality is insignificant.

The following is a confirmation of the contribution of Performance of the Pendais Supervisor, the performance of Madrasah Principals, the performance of Professional Teachers, the performance of the Madrasah Committee, and the Quality of Processes to the Effective Madrasah whose results can be seen in Table3.

Table 3. Test Results of Influence on Madrasah Effective

Exogenous Variable	Estimate	S.E.	C.R.	P
Quqlity Process	.285	.127	2.243	.025
Madrasah Committee Performance	.006	.116	.050	.960
Certified Teacher Performance	.300	.121	2.477	.013
Certified Teacher Performance	.354	.101	3.512	***
Pendais Supervisor Performance	.172	.087	1.972	.049

This analysis uses the same criteria, the exogenous variables that influence the effective madrasah are performance variables of the supervisor, the performance of the professional teacher, the performance of the madrasah head, and the quality of the process. Overall, the effect of 5 exogenous variables on effective madrassas is positive. This is indicated by the estimated value of each positive exogenous variable as follows.

Contribution of Performance of Pengawas Pendais to Madrasah Effective can be seen from the value of C.R. the influence of Performance Monitoring Performance of the Pendais on Process Quality is higher than t-table value, ie C.R.> t-table (1.972> 1.960), and its probability value (0.049) below 0.05. Therefore, the hypothesis that regression weight is equal to zero can be rejected. This means that the effect of the Performer's performance on an effective madrasah is significant. About the contribution of Madrasah Principals' Performance to Effective Madrasah, it was found that Value of C.R. from the influence of the performance variable of the madrasah head to the Process

Quality is lower than the t-table value, ie C.R.> t-table (3.512> 1.960), and the probability value (0.008) is lower than 0.05. Therefore, the hypothesis that regression weight is equal to zero can be rejected. This means that the effect of the performance of madrasah heads on effective madrasah is significant.

About the contribution of Professional Teacher Performance to the effective madrasah, it was found that Value of C.R. from the influence of Professional Teacher Performance variable to Process Quality is lower than t-table value, ie C.R.> t-table (2.447> 1.960) and probability value (0.013) below 0.05. Therefore, the alternative hypothesis that regression weight is equal to zero is acceptable. This means that the effect of the performance of Master Certified Professionals towards effective madrasah is significant. About the contribution of Madrasah Committee Performance to Madrasah Effective it is found that the value of C.R. on the effect of performance variable of Madrasah Committee on Madrasah effectively turned out to be higher than t-table value, ie C.R <t-table (0.050 <1.960), and its probability value (0,960) at

higher than 0.05. Therefore, the hypothesis that regression weight is not equal to zero is acceptable. This means that the effect of Madrasah Committee performance on Process Quality is insignificant. Regarding the contribution of Process Quality to Effective Madrasah it is found that the value of C.R. about the effect of Performance Monitoring Performance of the Pendants on the Quality of

Trademic Process is higher than the t-table value, ie $C.R > t\text{-table}$ ($2.243 > 1.960$), and its probability value (0.025) is lower than 0.05. Therefore, the hypothesis that regression weight is equal to zero can be rejected. This means that the effect of Process Quality on the Madrasah Effective is significant. Direct and Indirect Influence of Exogenous Variables.

Table 4. Test Results of the Effect of Effective Madrasah

	Standardized Direct Effects	Standardized Indirect Effects	Standardized Total Effects
Towards Quality Process			
Pendais Supervisor Performance	0.401		0.401
Madrasah Principal Performance	0.227		0.227
Certified Teacher Performance	0.254		0.254
Madrasah Committee Performance	0.128		0.128
Towards Effective Madrasah			
Pendais Supervisor Performance	0.174	0.113	0.287
Madrasah Principal Performance	0.335	0.064	0.400
Certified Teacher Performance	0.219	0.072	0.290
Madrasah Committee Performance	0.004	0.036	0.040
Quality Process	0.283		0.283

The estimation result of this research model shows that the influence of madrasah committee performance on process quality is 0.120, this

value is the lowest compared with other variable influence.

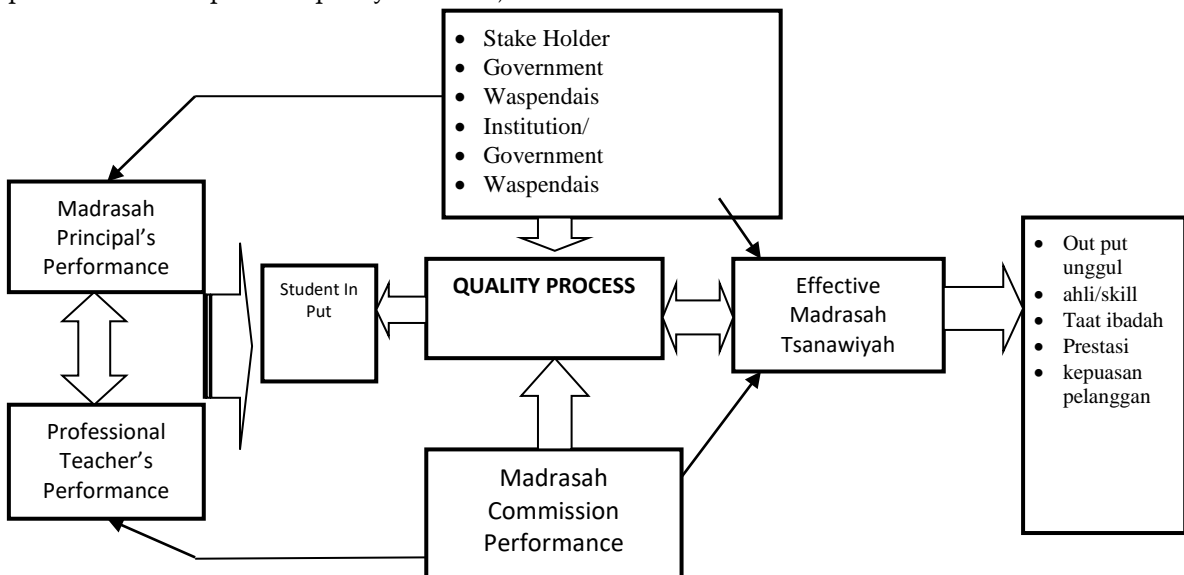


Figure 1. Determinants of Effective Madrasah Tsanawiyah

CONCLUSION

The quality of the process from Madrasah Tsanawiyah proved to be determined by the performance of the supervisors of the pendais, the head of the madrasah, the professional certified teacher, and the madrasah committee. The contribution of these four independent variables in determining the quality of madrasah process is 89.9%, the rest of which is 10.1% influenced by variables outside the model. The most dominant variable in determining the quality of the madrasah process is the performance of a certified professional teacher, followed by the performance of the head of the madrasah, the madrasah committee, and the supervisor of the penis.

Effective madrasah determinants are effected by 93.4% by performance of supervisors, madrasah heads, professional teachers, madrasah committees, and process quality. The remaining 6.6% is influenced by other variables outside the model. Process quality is the most dominant aspect in determining effective madrasah model, while the performance variable of the madrasah committee is the aspect that gives the smallest contribution in determining the effectiveness of madrasah.

The influence of the supervisors on the pendais, the performance of the madrasah head, the professional teacher performance, the performance of the madrasah committees to the effective madrasah are as follows. (1) The Performance Contribution of the Superintendent of the Pendais to the Madrasah Effective is characterized by CR value $1.972 > 1.960$, which means that the effect of the supervisor's performance on the effective madrasah is significant; (2) the performance contribution of madrasah head to madrasah is effectively indicated by CR indicator of $3.512 > 1.960$ which means that the effect of the performance of madrasah head to the effective madrasah is significant; (3) the performance contribution of certified professional teachers to madrasah is effectively characterized by CR indicator $2.447 > 1.960$, which means that the performance of professional teacher has significant effect on the

effective madrasah. The performance contribution of madrasah committees to madrasah is effectively indicated by the CR $0.050 < 1.960$ indicator that means that the influence of the contribution is not significant.

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