



# The Influence of Middle School Students' Self-Efficacy on AS Murabbi's Religion Teacher Education

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## ARTICLE INFO

### Article history:

Received July 09, 2024

Accepted October 22, 2024

Available online November 25, 2024

### Kata Kunci :

Keyakinan Diri, Pendidikan Agama Islam, Kualitas Pengajaran, Sekolah Menengah, Self-Efficacy

### Keywords:

Self-Confidence, Islamic Religious Education, Teaching Quality, Secondary School, Self-Efficacy



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## ABSTRAK

Tingkat minimal percaya diri seorang guru mata pelajaran Pendidikan Agama Islam di Sekolah Menengah Atas semakin meningkat. Pentingnya memahami pengaruh percaya diri terhadap mutu pengajaran yang memberikan sumbangan bagi kemajuan pendidikan. Hal ini mendesak untuk diteliti karena terdapat perbedaan antara teori, harapan dan kenyataan di lapangan, sehingga tujuan penelitian ini adalah menganalisis dan mengidentifikasi tingkat mutu guru Pendidikan Agama Islam (PAI) serta mengetahui hubungan antara efikasi diri dengan mutu pengajaran. Metode penelitian yang digunakan adalah metode survei kuantitatif dengan pendekatan deskriptif dan inferensial. Sampel penelitian sebanyak 540 responden dari populasi 5000 guru PAI. Teknik pengumpulan data dilakukan melalui angket yang telah divalidasi, dengan menggunakan skala likert poin 1 sampai 5. Teknik analisis data menggunakan statistik deskriptif dengan menggunakan SPSS versi 25.0 untuk menghitung mean, persentase dan simpangan baku. Hasil penelitian diperoleh mean efikasi diri dan mutu pengajaran masing-masing sebesar 4,32. Hasil penelitian menunjukkan adanya korelasi positif sederhana antara efikasi diri dan kualitas pengajaran, dengan pengaruh efikasi diri terhadap variasi kualitas pengajaran sebesar 34,2%. Kesimpulannya adalah peningkatan kepercayaan diri guru dapat meningkatkan kualitas pengajaran PAI. Implikasi dari penelitian ini penting untuk pengembangan model pelatihan guru dan praktik pengajaran. Saran untuk penelitian selanjutnya adalah untuk mengeksplorasi faktor-faktor lain yang dapat memengaruhi kualitas pengajaran dan melakukan penelitian longitudinal untuk melihat perubahan dari waktu ke waktu.

## ABSTRACT

The low level of teacher self-efficacy in Islamic religious education in secondary schools is increasing. It is important to understand the influence of self-efficacy on teaching quality, which contributes to educational progress. This is urgent to study because there are differences between theory, expectations and reality in the field, so the aim of this research is to analyze and identify the level of quality of Islamic religious education (PAI) teachers and determine the relationship between the self and the teacher. -efficacy and quality of teaching. The research method used is a quantitative survey method with a descriptive and inferential approach. The research sample consisted of 540 respondents from a population of 5000 PAI teachers. The data collection technique was carried out through a validated questionnaire, using a Likert scale of 1 to 5 points. The data analysis technique used descriptive statistics with the help of SPSS version 25.0 to calculate the mean, percentage and standard deviation. The research results showed that the average self-efficacy and teaching quality were 4.32 respectively. The findings show a simple positive correlation between self-efficacy and teaching quality, with the influence of self-efficacy on variations in teaching quality of 34.2%. In conclusion, increasing teacher self-confidence can improve the quality of Islamic Religious Education teaching. The implications of this research are important for the development of teacher training models and teaching practices. Suggestions for further research are to explore other factors that can influence the quality of teaching and conduct longitudinal research to see changes over time.

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## 1. INTRODUCTION

Teachers in the world of education have a role as a driving force for progress and strengthening the field of education in this country. It cannot be denied that some teacher roles are like that. The role of teachers as agents of change can be realized through their function as a forum for transmitting knowledge, shaping thought, and forming legitimacy starting from the primary, secondary and higher education levels. In producing the nation's next generation who have high cognitive abilities, are full of sacred values for children, and have a strong grip on religious teachings, teachers need to play a role as drivers of educational transformation in this country (Davoodi et al., 2020; Rahman et al., 2020; Sabic-El-Rayess, 2020). In the current era of globalization, a world without borders, the role of teachers in the world of education is increasingly challenging. The increasingly heavy burden on teachers requires great patience and responsibility in the school and community environment (Boden et al., 2020; Bond, 2021; Chen, 2022). Also not left behind in religious education, in this case, is the Islamic Religious Education Teacher (IRET). IRET's responsibilities are considered greater because the title ustaz and ustazah both carry out duties as preachers in schools and the community (Hook et al., 2020; Naemah Hanim Illani & Mashitah, 2020). Problems such as the decline in morals among teenagers mean that teachers are forced to struggle hard to carry out the mandate given to them. Teachers are also faced with the challenges of the explosion of information technology. Exposure to electronic media and print media is a favorite spectacle for teenagers today. This to some extent influences the thoughts, attitudes and behavior of teenagers. IRET's quality as a murabbi should be appreciated by educators in dealing with diverse students in this century. Murabbi comes from the word Rabba which means to educate, protect and raise (Martins et al., 2020; Royzkie, 2020). Murabbi is also the perpetrator of the word tarbiyah which is defined as the act of educating, nurturing, raising and giving love. Previous research has also explained the role of the murabba teacher as "the teacher's role in the classroom to take care of, raise, show love, educate, teach, treat and build the character of students as well as shape their talents and abilities." is in the students. "Teachers have a role in creating the formation and development of students from the JERI aspect so that they are able to produce pious people with noble character (Abuisaac et al., 2021; Aiman Noh et al., 2023; Lavy & Naama-Ghanayim, 2018; Wei et al., 2019). The word tarbiyah may be mentioned in the word of Allah in surah al-Isra' verse 24.

Humble yourself towards both of them with great affection and say: "O my God, love them both, as they taught me when I was little. One of the characteristics of Rabbani teachers highlighted by al-Ghazali (nd) is that they act as parents or guardians towards students at school by fostering a sincere relationship full of affection so that a sense of mutual trust arises between the two. Apart from that, teachers need to strive to perpetuate the Rabbani character in students' thoughts and actions so that the formation of brilliant humans in this world and the hereafter can be born through tarbiyah carried out by murabbi teachers. IRET needs to show the best morals as shown by Rasulullah SAW (Maqsoom et al., 2019; misinformasi, 2018; Smith et al., 2023). Because, to form a generation of Muslims who are holistic and balanced in spiritual, emotional, intellectual and physical aspects, a teacher must not only provide knowledge but also guide his students in an excellent manner. Coaches need teachers who fulfill the characteristics of a murabba, namely a package of characteristics. teacher based on the hadith of the Prophet SAW. The challenge of providing quality teachers is a global issue that is of concern to education policies in every country (Butler-Henderson et al., 2019; Jääskä & Aaltonen, 2020; Khlaif et al., 2020). However, IRET carries a heavier responsibility because it is directly stated in the Islamic Education Philosophy (FPI) that IRET is responsible for forming students who are successful not only in this world but also in the afterlife by becoming skilled servants of Allah SWT. , has a high personality and has a good Sufism life. in line with Islamic teachings and be responsible towards oneself, society and the universe (Sholihin et al., 2020; Vetter et al., 2019).

Children's education, which was originally under the auspices of the family, has now been shifted by most teachers, especially IRET, in educating the younger generation (Žalėnienė & Pereira, 2020; Zarafshani et al., 2021). This is supported found that IRET was more influential than parents in shaping students' level of appreciation of Islam with r values of 0.477 (IRET) and 0.364 (parents) respectively. Even though in theory parents play the main role in educating children and teachers only support them at school, in reality students spend more time at school than at home (Kotronoulas et al., 2017; Lenart-Gansiniec et al., 2020). A teacher's willingness to face the challenges of responsibility and current student scenarios is directly influenced by the teacher's belief in his or her ability and ability to carry out these responsibilities. (Agustina et al., 2020). This personal belief is known as CE. IRET's stages in educating students have a direct influence on IRET's teaching practices and personality. This in turn impacts students' academic and legal performance. Research has shown that CE is an important element in the Teaching and Learning (T&T) process that influences the quality of a teacher (Agustina et al., 2020; Bardach & Klassen, 2019). In the Indonesian context, studies related to CE teachers are still lacking.

Teacher CE studies are important because they are used as a benchmark in determining a teacher's ability to deliver effective teaching (Adams et al., 2023; Atmaca et al., 2021). CE is a media link between knowledge ownership and teaching behavior (Bui et al., 2020; Chiba et al., 2019). Touches on issues left out of discussion of the Ab study. Regarding the problem of IRET knowing the best methods for teaching but in reality not implementing them, the reviewer is of the view that there is a possibility that IRET is the cause of the problem (Cairney & Kippin, 2023; Haidov & Bensen, 2020). Therefore, this research needs to be carried out to determine the stages of IRET and their relationship with the formation of IRET quality. The aim of this research is to. The Self-Efficacy Theory was generally first introduced, namely a person's personal belief in carrying out a task according to predetermined skills. Later, this theory was developed with a focus on CE teachers. A teacher's CE as stated is a measure of the teacher's belief that he or she has an influence on student achievement as a whole, not only academically but even the student's self-formation. Belief in the strengths, abilities and capabilities in teaching, guiding and educating students is a factor that differentiates teachers. Believes that the CE stage is one of the variables that determines a teacher's teaching effectiveness. These people lack a sense of responsibility; SE of the university profession is only a career path to continue one's livelihood; not proactive, often looking for excuses not to carry out tasks, not having dreams in a career; and so on, placing students' abilities, motivation, attitudes and family background as the causes of student failure. This is supported by research which finds that there is a positive relationship between teacher CE and teaching behavior such as delivery, questions and answers, and lecture room management strategies (Delprato, 2023; Kharbanda & Singh, 2019).

Research is urgent to be carried out because there is a gap between theory, expectations and reality on the ground. In this research, IRET, who plays the role of murabbi, needs to have a high position so that the task of educating and guiding students can successfully achieve the goals stated in the Islamic Education Philosophy (FPI). Because, IRET as murabbi does not just teach, but also has a more difficult task, namely ensuring the academic, legal and spiritual success of the students. This task certainly requires clear thinking regarding educational goals, knowledge, skills, motivation, validity and resilience, seriousness, dynamics and proactiveness; made the driving and driving force of this great commitment. Based on the Tschannen-Moran teacher model, there are three dimensions to measure teachers, namely student engagement, teaching strategies, and classroom management. The novelty of the research lies in the importance of students' self-confidence in supporting a more meaningful religious learning process. Self-efficacy, or students' confidence in their own abilities, apparently plays a large role in determining their level of participation and understanding in religious lessons. Students who have high self-efficacy tend to be more responsive to the guidance of religious teachers, so that religious teachers who act as \*murabbi\* can be more effective in forming Islamic morals and character. Teachers as \*murabbi\* are expected to not only act as teachers, but also as spiritual guides who support and strengthen students' self-confidence, so that students are more confident and motivated to apply religious values in everyday life. This research suggests that religion teachers should optimize approaches that pay attention to student self-efficacy, in order to create a more inclusive and constructive learning environment. The aim of this research is to analyze the influence of junior high school students' self-efficacy on the effectiveness of the role of religious teachers as murabbi in forming students' character. Specifically, this research aims to identify the extent to which students' self-confidence in their academic abilities influences their response to the teaching of religious values provided by teachers. In addition, this research aims to examine how religious teachers can develop learning strategies that support students' self-efficacy, so that their role as \*murabbi\* who guide spiritually can be realized optimally. With the results of this research, it is hoped that it can provide guidance for religious teachers in developing more effective and supportive teaching methods, as well as strengthening their role in developing students' morals and personalities in accordance with Islamic values.

## 2. METHODS

The research method used is a quantitative survey method, namely research begins by formulating a hypothesis, then measuring the research data systematically, empirically and ending with critical analysis. (Guo et al., 2021; Torre-Sierra & Guichot-Reina, 2019). The population in this study were all schools in Central Java, totaling approximately 5000 IRET teachers. The sample selection in this study was carried out by random sampling, namely by randomly selecting IRET teachers representing each school in Central Java-Indonesia. The total sample collected was 544 IRET teachers. The location of this research is several public and private high schools in Central Java-Indonesia which are under the auspices of the Indonesian Ministry of Education. The data collection technique in this research is by survey. The type of survey used in this research is also a current survey or cross-sectional survey, that is, data collection is only carried out once from a sample at a time (Luo et al., 2019; März & Kelchtermans, 2020). This survey was prepared and developed and has been validated and reliable. In assessing the instrument, a Lirt scale of 1 point to 5 is

used. All survey instruments were developed and have been tested and declared valid by experts who were asked to validate the instrument.

**Data Analysis Techniques:** The research used the Statistical Package for Social Science (SPSS) Version 25.0 software. To answer objective research questions and so on, the analysis of this research data will be divided into two main parts, namely analysis using descriptive statistics and inferential statistics. Descriptive statistics are used to describe and summarize data obtained from research samples. Descriptive statistics include frequency distributions, measures of central tendency (min, mode, mean), and measures of variability (range, variance, standard deviation), as well as diagrams, graphs, tables, and so on as a way to summarize large numbers. data to make it easier to understand (McGowan et al., 2018; Mulenga et al., 2021).

### 3. RESULT AND DISCUSSION

#### Results

The SE research results in table 1 show that the number of male IRET respondents involved in this research was 162 people (29.8%) and the number of female IRET respondents was 382 people (70.2%). Meanwhile, the percentage was almost equal for respondents who attended city schools (49.8%) with a frequency of 271 people, and schools outside the city (50.2%) with a frequency of 273 people. Meanwhile, in terms of length of teaching experience, 18 IRETs (3.3%) had been teaching for between one and three years. 32 IRETs (5.9%) had been teaching for approximately four to six years. Meanwhile, the other respondents, namely 494 IRET (90.8%) had been teaching for more than seven years. The highest academic eligibility category was also recorded as 36 respondents (6.6%) had a bachelor's degree, 489 respondents (89.9%) had a bachelor's degree, 13 respondents (2.4%) only had a diploma and 13 respondents (1.1%) have a diploma. degrees. Study respondent profiles are presented in Table 1.

**Table 1. Respondent Profile Study**

Category	Gather	Frequency	Percent (%)
Gender	Man	162	29.8
	Women	382	70.2
School location	City	271	49.8
	Rural	273	50.2
Teaching experience	1-3 years	18	3.3
	4-6 years	32	5.9
	> 7 years	494	90.8
Highest academic eligibility	master's degree	36	6.6
	Bachelor's degree	489	89.9
	Diploma	13	2.4
	Equivalent 6	6	1.1

These findings indicate that IRET as a whole is very confident in aspects of student engagement, classroom management, and use of teaching strategies. However, IRET needs to be more confident in guiding the students it is responsible for, both from academic and non-academic aspects. However, these results will be detailed in the next section by looking at the minimum score for each item in each subconstruct. Min scores and addition of self-IRET skill efficacy based on sub-constructs are presented in Table 2.

**Table 2. Min Score and in Addition Self-IRET Skill Efficacy Based on Sub Constructs**

Sub construction	Minimal	Set aside the Experts
Engagement students	4.43	0,474
Degree room management	4.41	0,453
Learning strategies	4.29	0,424
Academic and legal guidance	4.17	0,444
Intact	4.32	0,373

In Table 2 below, the results are used descriptive analysis which includes percentage, frequency, min, and standard of completeness. Overall the quality of IRET Vocational School is at a brilliant level with min = 4.32; and SP = 0.373, to answer the second question, namely What is the perception of IRET Vocational

School regarding its quality level? However, if you look closely at the results of the descriptive analysis of constructs as in Appendix 3, not all sub-constructs achieve the minimum superior score. IRET Quality Standard Scores and Allowances Based on Sub-Construction are presented in Table 3.

**Table 3. IRET Quality Standard Scores and Allowances Based on Sub-Construction**

Sub construction	Minimal	Set aside skillfully
thought Rabbani	4.94	0.246
Mastery of religious knowledge	4.98	0.395
Religious practice	4.14	0.436
scientific culture	4.37	0.467
Pedagogical skills	3.58	0.463
Psychology skills	4.49	0.424
Communication skills	4.56	0.444
Legitimate	4.56	0.387
Community contribution	3.72	0.644
Amount	4.32	0.373

These results show that IRET as a whole is superior in the aspects of mastery of religious knowledge and rabbani thought, communication skills, legality, psychological skills and scientific culture. However, IRET needs to improve its abilities and skills in managing religious knowledge and thought in a religious manner in the junior high school environment. The relationship in table 4 between Self-Efficacy and IRET Quality. H01: There is no significant relationship between self-efficacy and IRET quality. The first null hypothesis (H01) The results obtained were tested using Pearson correlation analysis for the SE of the relationship between PK and IRET quality. Table 4 presents the test results which obtained an r value of 0.619 and  $p = 0.000$ , namely  $p < 0.01$ . This value indicates that the first null hypothesis (H01) was successfully rejected. This shows that there is a simple relationship between PK and IRET quality. The relationship between Self-Efficacy (SE) and Islamic Religious Teacher Education (IRET) is presented in Table 4.

**Table 4. The Relationship between Self-Efficacy (SE) and Islamic Religious Teacher Education (IRET)**

Allowed changes	R	Say.
Benefits of IRET Personal Quality	0.619	0.000*

Table 5 shows the influence of Self-Efficacy on IRET Quality. H02: Self-efficacy does not affect the quality of IRET The second null hypothesis (H02) formed was tested using multi-stage regression analysis on the SE of the relative influence of four predictive variables related to IRET (student engagement, classroom management, teaching strategies, and guidance and validation) on the quality of being IRET murabbi. The results of the multi-stage regression analysis are presented in Table 5. Table 5 shows significant results indicating that the four varying regression models, formed by the propensity of allowed change and the predictors of allowed change can be generalized to the population.

**Table 5. Regression Analysis of Predictor Variables Related to CE Influences IRET Murabba**

Forecaster Model	B	Standard error	B	Say.	R	R <sup>2</sup>
1 Teaching strategy	0.357	0.025	0.524	0.000	0.524	0.275
2 Teaching strategies	0.263	0.029	0.387	0.000	0.561	0.315
Degree room management	0.160	0.028	0.243	0.000		
3 Teaching strategies	0.233	0.030	0.342	0.000	0.576	0.331
Degree room management	0.117	0.030	0.178	0.000		
Engagement students	0.104	0.029	0.161	0.000		
4 Teaching strategies	0.214	0.031	0.315	0.000	0.585	0.342
Degree room management	0.112	0.030	0.170	0.000		
Engagement students	0.102	0.028	0.157	0.000		
Academic guidance and legitimate	0.045	0.015	0.109	0.003		
Explorer (Constant)	2.292	124	-	0.000		

## Discussion

In this research, it was found that IRET in vocational schools in Central Java, Indonesia was on average at a very high level, starting from the student engagement dimension, followed by the dimensions of class management, teaching strategies, as well as academic and legal guidance. However, if we look at the minimum score achieved based on the dimensions, the academic and legal guidance dimensions only get a high minimum score, which is the lowest dimension in IRET in vocational schools throughout Central Java-Indonesia. The reviewer's view is that this should not be the case. This is because the reviewer is of the opinion that the dimensions of academic and legal development are one of the missions of IRET, namely FPI. Meanwhile, other dimensions such as student involvement, classroom management, and teaching strategies are also media towards this mission. Even though the IRET for these three dimensions is very high, the IRET for the most important dimension, namely academic guidance, and only applies at a high level, in essence does not reflect the optimal IRET stage as represented by the minimum score for the overall IRET stage, which is very high. This may be caused by IRET environmental factors such as workload, students, parental and community support, as well as staff support and comfort, which indirectly influence IRET, especially in the aspect of academic guidance (Nekmahmud et al., 2020; Pérez Dávila, 2021). One of the reasons why IRET in guiding students' learning and academic achievement is not as high as the other three aspects is because IRET has the perception that there are several other environmental and social factors, apart from teacher factors, that play a role in its formation. Legitimacy and appreciation of students' religion. This is proven by the results of previous research which show that the influence of the social environment is quite significant in shaping student legitimacy (Numminen et al., 2023; Popović et al., 2020). IRET has not reached an optimal level of self-confidence in guiding junior high school students' academic studies because it involves many other factors besides teachers, compared to other OAK IRET aspects it focuses more on IRET's abilities within the scope of the educational level only, student involvement, management of the scope of the educational level and teaching strategies. So, it can be concluded that IRET is very confident in his abilities while pursuing education within the educational level, but when it comes to a wider scope, namely academic and legal development which does not only involve IRET's abilities at the educational level in his field. Within the scope of educational level but also at educational levels outside the scope of educational level, their self-confidence in their abilities has not yet reached the optimal level.

If we look at the best practices that can be carried out by teachers and in the context of studying IRET to guide students as stated by previous research regarding IRET it is required to be a friend to students, ensure time spent with students is planned, set realistic expectations for student achievement, recognize positive changes in students even though they are still small, avoiding feelings of disappointment and despair in dealing with student problems and providing sincere guidance without expecting anything in return. Although there has been no previous research on IRET, the results of this SE give more credit to IRET when compared with independent research using the same instrument. The results of this study show that IRET overall achieved very high minimum scores, while other income research found that teachers only achieved high and medium-high minimum income levels. For example, research on teachers conducted involving 420 teachers from 18 junior high schools found teachers with high OAK. Meanwhile, income studies focused on novice teachers, found that the stages of novice teachers were simple and high (Rafindadi et al., 2019; Sánchez-Cabrero et al., 2020). Achievement Based on the CE dimensions, it was found that the classroom management dimension was ranked first, followed by the dimensions of teaching strategies and student involvement. However, overall, these results turned out to be in line with the results obtained. The findings of this study also seem to confirm the reviewer's assumption that CE is correlated with the IRET quality of vocational schools in Central Java-Indonesia. These findings support income studies which found that Teacher OAK influences teachers' teaching practices (Schildkamp et al., 2020; Shallcross et al., 2023), management of teacher education spaces, teacher personality and the nature of not giving up easily when faced with weak students. While he denies the results of other studies finding that a decline in CE among teacher trainers does not explain their quality of teaching (Szinay et al., 2019; Timmer et al., 2021; Zhu & Shek, 2020).

The implication of this research is to provide a complete picture of the learning process that must be carried out by teachers. Teachers observe best practices that teachers can use in IRET learning contexts and guide students. Therefore, IRET needs to be friendly towards students, together make plans to set realistic expectations for the achievements that students will achieve, appreciate positive changes in students even though they are still young, avoid feelings of disappointment and despair in facing student problems, and provide guidance with be sincere without expecting anything in return. Research limitations lie in population limitations and sample limitations. This research did not involve all students. This research also has limited time and inadequate data collection. It is recommended to conduct further research with a larger population and sample. This research also suggests conducting qualitative research to obtain primary data and more accurately provide information about the development of junior high school education.

#### 4. CONCLUSION

The conclusion of this study is that there is an influence of self-efficacy or self-confidence on the quality of teaching of Islamic Religious Education (PAI) teachers in secondary schools. In the context of increasingly complex education, where the challenges faced by teachers are increasingly difficult, it is important to understand the factors that can influence teaching effectiveness. It was found that the average self-efficacy and teaching quality each showed a high level of self-confidence among teachers. This finding also shows a simple positive correlation between self-efficacy and teaching quality, with the influence of self-efficacy on variations in teaching quality. This confirms that increasing teacher self-confidence can make a significant contribution to improving the quality of PAI teaching.

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