

Developing A Construction Model at Private Islamic Senior High School

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ABSTRACT

This research aimed to develop and validate the construction private Islamic high school model. This research method is research and development, Borg & Gall model. The sample of 40 people consisted of foundation administrators, principals, vice-principals, and senior teachers. The assessment of the model was requested by the model users with a total of 20 people consisting of the principal and the head of the foundation. The study's data collections are through questionnaires, interviews, observations, and Delphi. The product to be developed is focused on management functions. Test the validity of the instrument using confirmation factor analysis. Based on the trial results, it had known the instrument used was valid and reliable. Analysis of the assessment results using Aiken found that the lowest V index was 0.625 and the highest was 0.775 with a rate of 20 people, and the rating category of 5 was obtained $V_t = 0.64$ with $p = 0.05$. Thus the entire $V_o \geq V_t$, except in item 10 with a value of 0.625, but this number can be categorized quite well. It can be concluded that the Model of Private Islamic senior high schools Development in Tanah Datar is generally said to be valid. Based on the fittest the model was found (1) Chi-Square $386.07 < 2 \times df (804)$, (2) P-Value $0.7074 > 0.05$, (3) RMSEA $0.000 < 0.05$, (4) GFI $0.97 > 0.90$, and (5) Adjusted Goodness of Fit Index $0.97 > 0.90$. Therefore, the model can be attached to fit.

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1. INTRODUCTION

Islamic senior high school today is faced with many problems, obstacles and challenges to be able to advance and compete with institutions under the Ministry of Education that have advanced and developed (Siregar, 2016) (Fuad, 2017) (Murtadlo, 2016). It is caused by many factors (Munira, 2019). First, teachers who teach in Islamic senior high schools in general are honoree teachers, with a ratio of 20: 80.

This means 20% of civil servant teachers and 80% of honoree teachers. Second, the number between State Islamic senior high school and Private Islamic senior high school compared to 20: 80. It is 20 % of State Islamic senior high schools and 80 % of Private Islamic senior high schools. Third, limited or less sufficient funds available in managing an Islamic senior high school due to a large number of Private Islamic senior high schools had caused funding, in general, to be borne by the community organizers of the school itself (Hasri, 2014). Fourth, inputs from Islamic senior high schools, in general, come from the lower middle class with limited financial capabilities so that this condition is difficult for the school to collect more funds from the community. Fifth, the schools that are generally spread in the suburbs are difficult to develop with very limited learning facilities and infrastructure. In accordance with what was expressed by the Minister of Religious Affairs "Surya Dharma Ali" that "the things faced in the field of religious and religious education include the low quality and competitiveness of Islamic senior high school in providing services (Republika, December 15, 2009)."

Based on the number of State Islamic senior high schools and Private Islamic senior high schools in West Sumatra is 47:139. It means that the number of State Islamic senior high schools is 34% of the number of Islamic senior high schools the existing, while Private Islamic senior high schools are as much as 66%. This showed that the number of Private Islamic senior high schools is much larger when compared to the number of State Islamic senior high schools (Ridho, 2017). At the national level, the existence of State Islamic senior high schools is even further than that, with a national comparison of 644: 4399 with a total of 5043 schools. This means that the percentage of State Islamic senior high schools are 644 (13%) while the Private Islamic senior high school are 4399 (87%). Similarly, the human resource conditions in those schools had an unbalanced ratio of civil servant teachers who teach with honour teachers with a ratio of 663 (26%): 2,532 (74%) of the total number of 3,195 teachers. The less sufficient coaching of teachers who are members of the Subject Teacher Deliberations (MGMP), teacher management and training in the field of study and training in other educational fields also contributed to this condition. Based on interviews with Islamic senior high school teachers at the time of training conducted by IAIN Batusangkar or in collaboration with the Ministry of Religious Affairs of Indonesia Republic. It was known that, in general, participants (85%) stated that they had never attended education and training in order to improve their competencies.

Based on empirical data, it demands the need for construction of Islamic senior high schools, especially Islamic senior high schools. It's based on a few things. First, most of the Islamic senior high schools in West Sumatra are Private Islamic senior high schools (66%), with 87% at the national level. Second, the number of honoree teachers who teach in Private Islamic senior high schools with a percentage reaches 74% of the total number of teachers who teach in both state and private schools. Third, in terms of infrastructure and financial facilities, the public and private schools' condition is still far from the expected standards. This happens because, in general, schools are managed by the community, and their assets are sourced from the community. Similarly, in terms of funding, where revenue from the government is only 32.3% and from private or public is 67.7%. Fourth, BAN-SM accreditation results show that accreditation ratings A and B on a percentage basis reached 19% below senior high schools and vocational senior high schools. In comparison, the rating of accreditation C and non-accredited (TT) reached 20% above senior high schools and vocational senior high schools. Therefore, to advance and be in demand by the community, Islamic senior high schools must upgrade various potentials and competencies in Islamic senior high schools about management, human resources (teachers and students), and infrastructure facilities and funding.

In terms of accreditation, the position of Private Islamic senior high schools reached 5,906 (89%) from 6,664 total Islamic senior high schools, while those who have not been accredited as many as 2,159 (37%). If summed between private madrasahs accredited C and not accredited reaches 3,585 or 61% of the amount of Private Islamic senior high schools. Accreditation is a measure of the quality of an institution. In the event of the implementation of the school's accreditation aimed as a) information for all parties about the feasibility of the schools is seen from various related elements that refer to national standards of education, b) the form of accountability of the schools to the public, whether the services provided have

met their expectations or, not yet, and c) the basis for the schools, governments and communities in efforts to improve the quality of the schools (Suryana, 2005)(Rahman, 2020). Based on the results of research from the Center for Assessment and Data Processing information, Private Islamic senior high schools (P3DI) of the General Secretariat of the House of Representatives in 2013 on the number of institutions, learners and education personnel in Private Islamic senior high schools, further strengthens and makes it clear that in quantity the number of the schools in Indonesia is quite a lot. While in terms of teacher status and the quality of Private Islamic senior high schools is low both in terms of the number of educators, staffing status and the qualification of education as much as 62,771 or 74% of educators in Private Islamic senior high schools are educated under S1. In terms of the demands of Government Regulation No. 32 of 2013 on National Standards of Education, educators from PAUD to senior high school level are at least S1 educated. Conditions like this make Private Islamic senior high schools improve the quality of education, especially in realizing the achievement of the National Standard of Education (Nurhadi, 2018). With the number of honorees assumed their level of responsibility and earnestness in preparing and carrying out the learning process will be low, due to the less sufficient of demands for them to be able to do the maximum. Then, educational qualifications reached 62,771 or 74.2% of the number of educators in Islamic senior high schools institutions that have implications for their knowledge, expertise and skills in preparing and carrying out learning activities.

Another problem that is no less important faced by Private Islamic senior high schools is the number that reaches 90% of the number of Islamic senior high schools (Wahab, 2010). This means that the funding is borne by the Private Islamic senior high school community or foundation that founded the institution. Based on funds raised from Private Islamic senior high schools community is financed by all components related to the implementation of education, such as local development of learning, procurement of learning equipment, student activities and honour of educators and education personnel. Limitations of providing education budgets, especially in the Private Islamic senior high schools.

Some of the prayers faced by Islamic senior high schools, as developed by Muhammad Bakir in his writing "Islamic senior high schools that continue to falter" in the book "Dis was diluting the Existence of Islamic senior high schools". Some of the problems madrasahs face include: 1) The number of civil servant teachers is only around 19.5% of teachers in Islamic senior high schools. 2) of the 195,763 local studies, only 112,909 were in good condition, while 55,694 were lightly damaged and 27,160 were severely damaged. 3) from the parents of Islamic senior high school students, more than 40% farmers, 20% workers and 17% traders. This means students' parents in Islamic senior high schools are generally only from the lower middle social class. 4) The number of Islamic senior high schools that do not have adequate libraries, even though the library is the heart of an educational institution. This is in line with what Ahmad Tafsir said in his writing, "Islamic senior high schools marginalized" (Ahmad, 2003). Conditions like this demand the need for a model of coaching for Islamic senior high schools private, especially Islamic senior high schools.

2. METHODS

This research is a type of Research & Development research that aims to produce products in the form of a model of private Islamic senior high school. Educational research and development is a type of research that is widely used to solve Private Islamic senior high school is practical in the world of education. Educational research and development is one of the processes used to develop and validate educational products (Borg & Gall, 1983).

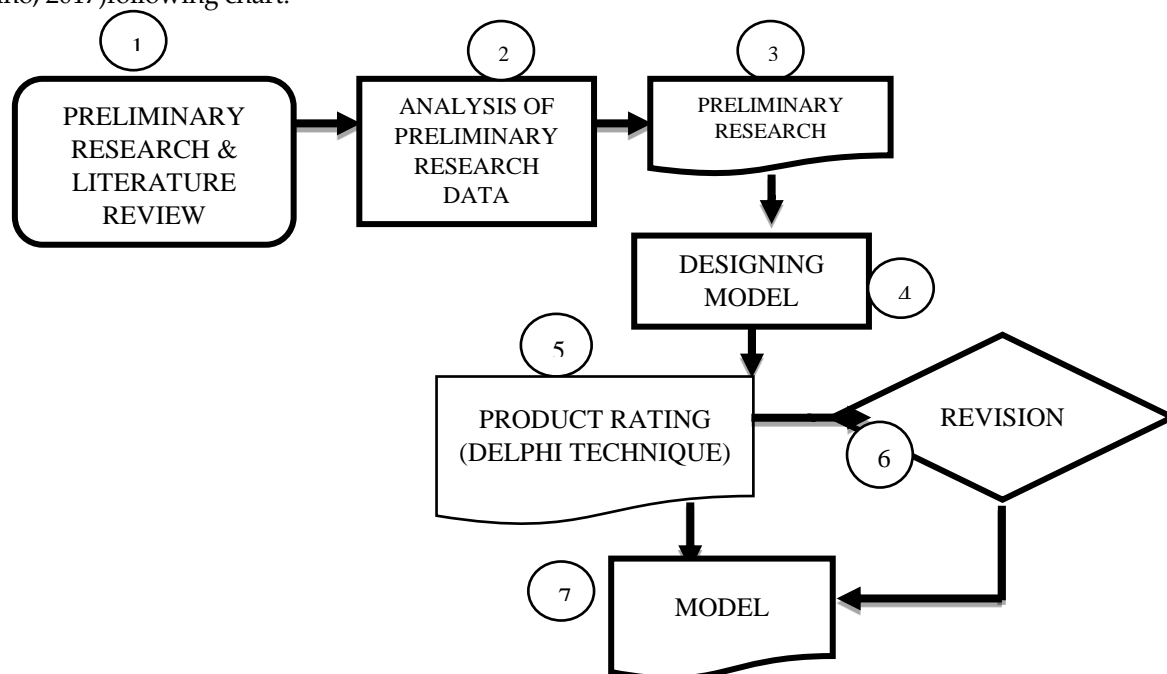
1. Development Procedures

The development procedure is applied using the steps in the book Borg & Gall which consists of ten steps, namely (Borg & Gall, 1983).

1. Doing Preliminary research to collect preliminary data in order to complete for literature studies, identify Private Islamic senior high school and summarize the per Private Islamic senior high school.
2. Planning is identification and definition, formulation of objectives, and expert judgment.

3. Developing early products that concern the construction of Islamic senior high schools private, in terms of infrastructure facilities, teachers, employees and others.
4. Performing initial product revisions based on Private Islamic senior high schooled at FGD 1 time
5. Performing FGD 2 with participants consisting of experts and practitioners. Practitioners here consist of the Chairman of the foundation, representatives of the head of Private Islamic senior high school in Tanah Datar Regency, several teachers and presenting education experts and education management experts as well as the Head of The Mapenda Section and the Head of the Ministry of Religious Affairs of West Sumatra.
6. Revising products based on Private Islamic senior high schoolukan at FGD 2.
7. 7. Conduct product assessments by practitioners and paraars using assessment instruments instead of field trials.
8. Making improvements to the final product based on field assessment.
9. Finalizing Product (Model).

The Borg & Gall steps are not all set out in this development, which is applied as contained in the (Ridho, 2017) following chart.



1. **Chart 1. Development Procedure of the Research**

2. Model Development Steps

The technique of data collection is done with several steps: 1) The observation technique carried out is to make direct observations of the conditions on the ground, namely at Islamic senior high schools private. by observing the condition of the school consisting of study rooms, offices, libraries, labor, worship facilities, learning systems, and others. For this the author uses a check instrument or observation guidelines, 2) Lift that aims to capture data from teachers, students and employees related to learning, infrastructure, finance. But for finance is not in private Islamic senior high schoolukan into the student questionnaire only limited to angket for teachers and employees. The angket developed consists of two types, namely ordinary questionnaires that net the opinions of students, teachers and employees and questionnaires for product assessments produced in this development research. In this technique the author uses instruments in the form of scales, namely the thurstone scale, 3) The intended interview is an in-depth interview with semi-structured. The author will prepare interview guidelines to make it easier to capture data on the ground. The instrument used is the interview guidelines, and 4) Focus Group Discussion (FGD) aims as validation of products that have been produced. At the time FGD was attended by practitioners and academics as well as representatives of the bureaucracy. Practitioners consist of

representatives of the principal, teachers. While academics are some people from universities consisting of education experts and education management experts as well as from the bureaucracy are representatives of the religious ministries of districts and province. The instrument used in FGD consists of two types, namely instruments for documentation consisting of cameras and handycam, then related to the assessment of the author's product using the assessment instrument that was filled by FGD participants.

The data analysis technique used is qualitative analysis. Namely by analyzing the results of validation (appraiser) from experts (expert judgement) and using an assessment model that gives Private Islamic senior high schools in order to improve the development model and its devices. Bogdan and Biklen suggest that a systematic discovery process of interview records, field records and other materials has been collected to improve understanding of the data in the study, so that discoveries could be presented. In this qualitative data analysis, quantitative data obtained through assessment instruments is converted to qualitative data with a scale of 5, then described and the results of the description are used as a basis for assessing the quality of the assessment model developed. Conversion of quantitative data into qualitative data with a scale of 5 using rules that are modifications of the rules developed by Sudiyono. The rules can be seen in the following table.

Table 1. Conversion of Quantitative Data to Qualitative Data (Assessment Standard)

Number of Values	Score	Score Average	Classification
81 - 100	5	4,01 – 5,00	Excellent
61 - 80	4	3,01 – 4,00	Good
41 - 60	3	2,01 – 3,00	Sufficient
21 - 40	2	1,01 – 2,00	Less Sufficient
< 21	1	0,01 – 1,00	Very Less sufficienting

A detailed explanation of your methods in conducting research needs to be provided in this section. This section describes how long the research took, population and sample (research objectives), data collection techniques and instrument development, and data analysis. For research that uses tools and materials, it is necessary to write down the specifications of such tools and materials. For qualitative research such as class actions, case studies, etc., there needs to be an increase in the presence of research, research subjects, informants who participate in supporting research data, the location and duration of research and details regarding the validity of the research. research.

3. FINDINGS AND DISCUSSION

The results of the study consisted of (1) Validitas Instrument Model of Islamic Development senior high schools Private. (2) Accuracy of Islamic Senior High Schools Private Development Model. Test the validity of model instruments using construct validity. The validity of the construct used is a confirmatory factor analysis (CFA) technique. While the accuracy (valid) model is to use product user review and confirmatory factor analysis (CFA). While the reliability of the instrument was tested using Alpha Cronbach's. The results of the instrument validity analysis are outlined in the following table.

Table 2. Evidence Values of Instrument Validity of Development Model Instruments of Private Islamic senior high schools

No	Standardized Solution	T-Value	No	Standardized Solution	T-Value	NO	Standardized Solution	T-Value
1	0,72	5,27	31	0,84	6,51	63	0,92	7,51
2	0,85	6,61	32	0,90	7,19	64	0,92	7,60
3	0,91	7,38	33	0,91	7,41	65	0,97	8,18
4	0,43	2,79	34	0,95	7,92	66	0,93	7,66
5	0,43	2,83	35	0,93	7,55	67	0,99	8,46
6	0,54	3,65	36	0,95	7,92	68	0,94	7,67
7	0,76	5,67	37	0,87	6,90	69	0,97	8,16
8	0,89	7,15	38	0,51	3,43	70	0,91	7,54
9	0,56	3,85	42	0,88	6,97	71	0,47	3,01
10	0,57	3,88	43	0,87	6,92	72	0,91	7,37
11	0,52	3,51	44	0,88	7,05	73	0,93	7,74
12	0,75	5,51	45	0,67	4,69	74	0,87	6,94
13	0,74	4,43	46	0,83	6,43	75	0,95	7,99
14	0,59	4,07	47	0,97	8,24	76	0,95	8,02
15	0,82	6,34	48	0,95	8,00	77	0,93	7,64
16	0,81	6,20	49	0,91	7,39	78	0,86	6,78
17	0,41	2,64	50	0,94	7,86	79	0,90	7,33
18	0,83	6,42	51	0,93	7,74	80	0,95	7,98
19	0,81	6,12	52	0,93	7,66	81	0,94	7,85
20	0,84	6,48	53	0,96	8,09	82	0,89	7,11
21	0,79	5,91	54	0,87	6,88	83	0,92	7,59
22	0,84	6,50	55	0,89	7,11	84	0,94	7,81
23	0,84	6,57	56	0,98	8,53	85	0,90	7,27
24	0,47	3,11	57	0,97	8,24	86	0,90	7,33
25	0,68	4,81	58	0,88	6,94	87	0,90	7,29
26	0,75	5,48	60	0,78	5,82	88	0,93	7,64
27	0,53	3,54	61	1,00	8,88	89	0,88	6,97
28	0,16	1,03	62	0,94	7,89			

From the table above, it can be said that the instrument item is valid if the loading factor ≥ 0.3 (Saifuddin Awar, 2007). It turns out that loading factors above 0.3 unless item no. 28 has a value of 0.16. By eliminating item 28, the instrument of the Private Islamic Senior High Schools Development Model can already be categorized as valid. Thus the reliability of the instrument is grouped based on the components of the management function. The results of the analysis are as follows.

Table 3. Reliability

No	Component	Reliability Index	Number of Items
1	Planning	0,956	28
2	Organizing	0,938	8
3	Actuating	0,985	30
4	Controlling	0,988	18

Based on table 3, it is known that the reliability index for the three components is above 0.9. Thus it could be concluded that the instrument model of private Islamic senior high school coaching used in this study is already reliable. Based on tables 2 and 3, it could be known that the instruments of the Islamic Senior High Schools Coaching Model was valid and reliable. The following was revealed the validity of the model of Private Islamic senior high schools. It was presented first the coaching model in the following chart.

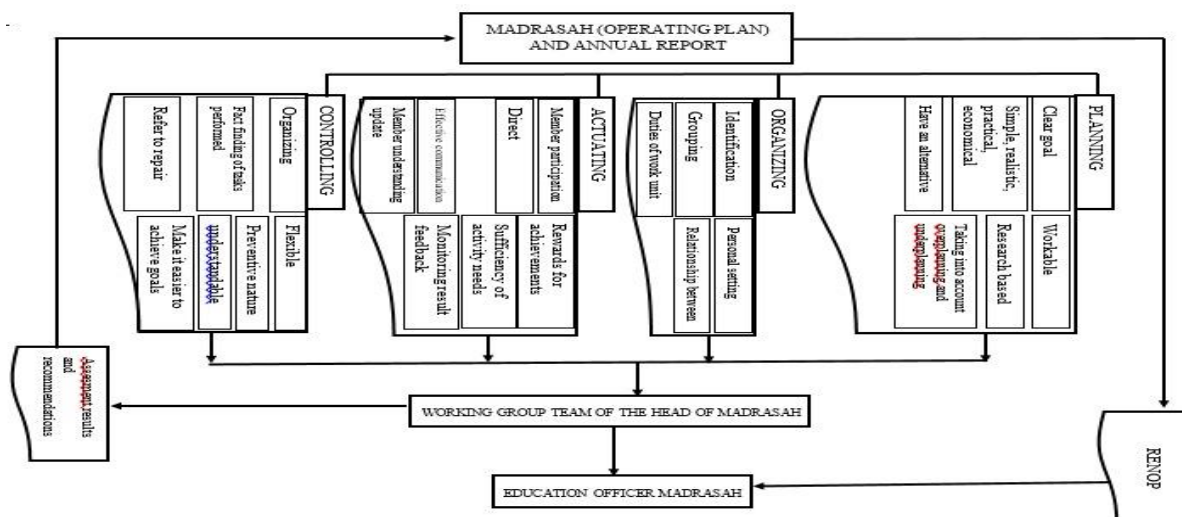


Chart 2. Plot Model of Private Islamic Senior High Schools

Development of a Private Islamic Senior High School Coaching Model based on the theory of management functions consisting of planning, organizing, actuating, and controlling (Max Weber, 1947: 56). Validity of the model of Private Islamic Coaching senior high school in Tanah Datar Regency initial plan using FGD. But because of kodisi pademi Covid-19 which is not possible to gather principals from various regions. The FGD technique was replaced with the Delphi technique. The Delphi technique was developed by Derlkey in the 1960s. This technique was used for several reasons: 1) if it is not possible to gather people somewhere at the same Private Islamic senior high school, 2) avoid direct debate between experts related to the assessment of the product, and 3) the number of experts or assessors more than 10 people, so that researchers have difficulty collecting it.

The rater's assessment results were analyzed using the Aiken technique developed by Lewis R. Aiken in 1985. The result was as follows.

Table 4. Aiken Engineering Results

No	V _o	Explanation	No	V _o	Explanation	No	V _o	Explanation
1	0.750	Valid	11	0.700	Valid	21	0.738	Valid
2	0.650	Valid	12	0.713	Valid	22	0.725	Valid
3	0.763	Valid	13	0.763	Valid	23	0.700	Valid
4	0.650	Valid	14	0.713	Valid	24	0.738	Valid
5	0.675	Valid	15	0.713	Valid	25	0.750	Valid
6	0.700	Valid	16	0.750	Valid	26	0.675	Valid
7	0.675	Valid	17	0.775	Valid	27	0.775	Valid
8	0.750	Valid	18	0.688	Valid	28	0.738	Valid
9	0.725	Valid	19	0.713	Valid	29	0.725	Valid
10	0.625	Valid Sufficient	20	0.700	Valid	30	0.775	Valid

Based on Aiken's analysis it was found that the V index was the lowest at 0.625 and the highest was 0.775. With a rater of 20 people and a rating category of 5 obtained $V_t = 0.64$ with $p = 0.05$. Thus the entire $V_o \geq V_t$, except in item 10 with a value of 0.625, but this number can be categorized quite well. Then it can be concluded that the Model of Private Islamic Senior High Schools in Tanah Datar is generally said to be valid. When looking at the average rater assessment of development strategies found the lowest average of 0.718 and the highest at 3,870, so it could be concluded that the entire Model of Private Islamic Development senior high schools in the category was good. After Aiken analysis to test the model was performed, analysis using confirmatory factor analysis (CFA) was also performed.

To confirm the decision of the model is used *confirmatory factor analysis* (CFA) because the study respondents were limited to model tests. Next, the data was generated using WinGen. Data generation is a PCM model, distribusi Par b Uniform. Mean and Standard Deviation were based on mean and standard deviation questionnaires filled out by research respondents. The results of the analysis are as follows.

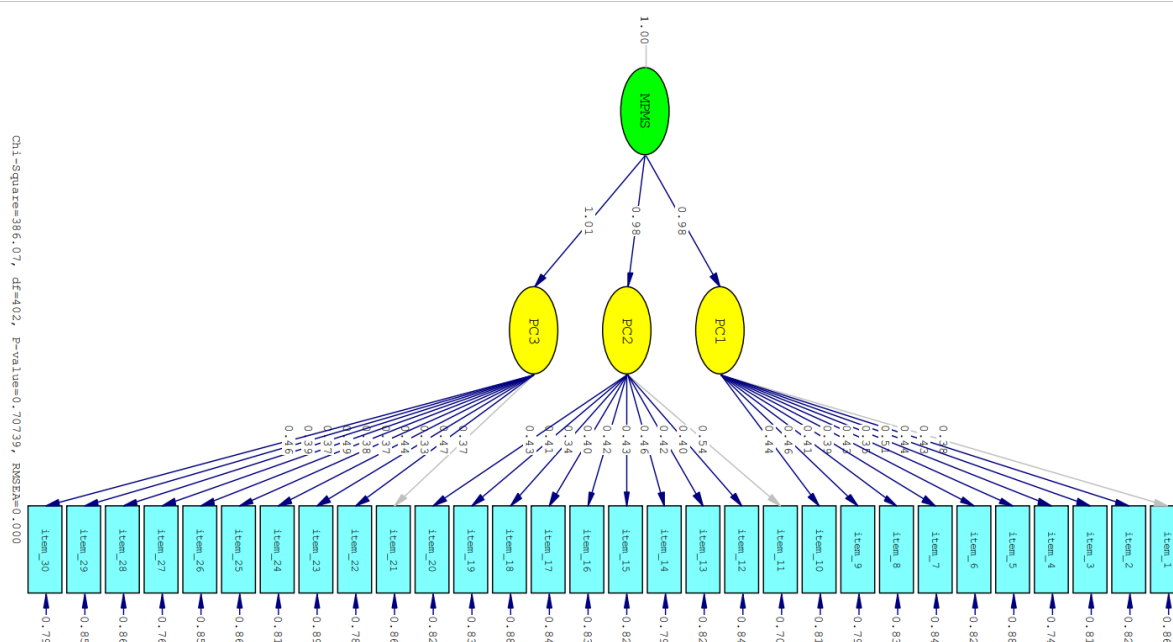


Chart 3: Model Fit Test

Explanation:

PC1 = Model Instruments

PC2 = Use of models

PC3 = Assessment of The Working Group of Private Islamic Senior High Schools

Table 5. Fit Model Criteria

No	Goodness of fit index	Indeks	Keterangan
1	Chi-Square	386,07	$< 2 \times df (804)$
2	P-value	0,7074	$> 0,05$
3	Root Mean Square Error of Approximation (RMSEA)	0,000	$< 0,05$
4	Goodness of Fit Index (GFI)	0,97	$> 0,9$
5	Adjusted Goodness of Fit Index	0,97	$> 0,9$

Based on table 5, it is known that the Model of Private Islamic Senior High Schools Is Fit. This was based on Chi-Square, P-Value, RMSEA, GFI, and Adjusted Goodness of Fit Index already meeting the criteria specified. Then when viewed loading factors from Private Islamic senior high schools the indicator was not below 0.3. The same thing happened to the Private Islamic senior high schools indicator model is also not below 0.3, the results obtained are 0.98, 0.98, and 1.00.

DISCUSSION

Djemari Mardapi (2008: 15) said a good instrument must have evidence of validity (validity) and reliability (reliability) of comparable, and economical results. The question/statement items on the instrument are said to be theoretically valid based on indicators in the management function put forward by Max Weber. Empirically valid is to conduct a used trial. Proof of validity could be seen from the loading of the item factor against the indicator or variable Based on table 2 on the proof of validity of the instrument, all loading factors are already above 0.5. As stated by Saifuddin Azwar (a) (2007: 179) that coefficients above 0.3 had been considered satisfactory. The same is also stated by (Fernandes, Testing and measurement 1984, 28), if the factor loading is greater than 0.3, then the instrument item can already be considered valid. Solimun also said that if the loading factor value (lambda) is greater than 0.3, then the instrument item can be said to be valid (Solimun 2002, 81). When referring to the opinion of Saifuddin Azwar, Fernandes, Solimun, the instrument developed for the Construction of Private Islamic senior high school can be said to be valid because all loading factors were already above 0.3.

Reliability tests were conducted using Alpha Cronbach's technique where the value for all components was above 0.90. Saifuddin Azwar (b) (2007: 117) stated that if the instrument is used for prediction and diagnosis purposes, it is required that reliability is above 0.90. Referring to the opinion of Saifuddin Azwar, it could be said that the instrument used in this study was already reliable because the entire reliability index in table 3 was already above 0.90. Overall it could be known that the instrument was valid and already reliable.

The accuracy of the model was analyzed using confirmation factor analysis. The model's accuracy test was based on 5 indicators namely (1) Chi-Square $386.07 < 2 \times df (804)$, (2) P-Value $0.7074 > 0.05$, (3) RMSEA $0.000 < 0.05$, (4) GFI $0.97 > 0.90$, and (5) Adjusted Goodness of Fit Index $0.97 > 0.90$. Thus, the Development Model of Private Islamic senior high schools could be said to be appropriate (fit). This is based on the opinions of Kusnendi (2008: 16), Imam Ghazali (2014: 29-35).

4. CONCLUSION

This research was a research development of higher education with the stage of implementation of the development of the construction model of Private Islamic senior high schools in Tanah Datar Regency based on the current condition of Islamic senior high schools private schools. Model development was based on management functions consisting of planning, organizing, actuating, and controlling.

The planning process in Private Islamic senior high schools was in the category of sufficient, very few category was very good, good and very less sufficient. A small category was less sufficient. The results of the assessment of 40 respondents could be categorized into sufficient categories later on. While the organizing process in Private Islamic senior high schools could be known that there was no result at all of respondents' assessments in the category was very good and very lacking. Most of the respondents' assessments were in sufficient categories and small-numbered in less sufficient categories. These results show that the organizing process in Private Islamic senior high schools was sufficient. Then, the process of implementing actuating in Private Islamic senior high schools in Tanah Datar Regency was in the sufficient category. Finally, the process of Controlling the implementation in general of Private Islamic senior high schools was in the sufficient category. As a result, the model of construction Private Islamic senior high schools was finally developed in Tanah Datar Regency based on management functions.

Based on the results of research in the field, a construction model of Private Islamic senior high schools was developed in Tanah Datar Regency. The Construction model Private Islamic Senior High Schools consisted two, things, namely: 1) The Second Program Assessment Instrument The flow of consultation and coordination and reporting where all instrument items could already be said to be valid and reliable, and in terms of accuracy the model was found (1) Chi-Square $386.07 < 2 \times df (804)$, 2) P-Value $0.7074 > 0.05$, (3) RMSEA $0.000 < 0.05$, (4) GFI $0.97 > 0.90$, and (5) Adjusted Goodness of Fit Index $0.97 > 0.90$, so that the model could be attached precisely (fit).

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