



[DOI: 10.6160/ajis.v4i1.1009](https://doi.org/10.6160/ajis.v4i1.1009)

ORIGINAL RESEARCH ARTICLE

The Effectiveness of The Yaumut Talaqi Model Teacher Development Program to Increase The Performance of Islamic Regional Education Teachers

Aulia Istikomah^{*1}, Alfi Zahrotuz Zakiyyah¹, Ilma Afrida Wafiroh¹, Awalu Briliana Famila¹, Aflah Muzakiyatul Husna¹, Ragil Dian Putri¹ 

Universitas Muhammadiyah Ponorogo, Indonesia

Correspondence: auliaistikomah40@gmail.com

ABSTRACT

This study aims to analyze the effectiveness of a teacher development program in improving the performance of Islamic Education (PAI) teachers at the Al Furqon Foundation in Ponorogo. A quantitative approach was employed, involving 39 PAI teachers selected purposively as respondents. The independent variable (X) is the effectiveness of the teacher development program, while the dependent variable (Y) is the performance of PAI teachers, measured through pedagogical, professional, social, and personal aspects. Data were collected using validated and reliable questionnaires as well as performance observation sheets. Data analysis included linearity tests, paired t-tests, and the coefficient of determination. The results demonstrated a significant linear relationship between the effectiveness of the development program and teacher performance, with a determination coefficient ($R^2 = 0.532$) indicating that 53.2% of the variation in performance improvement can be explained by the effectiveness of the development program.

Keywords: Teacher Development Program, Yaumuttalaqi, PAI Teacher Performance



ABSTRAK

Penelitian ini bertujuan menganalisis efektivitas program pembinaan guru terhadap peningkatan kinerja guru Pendidikan Agama Islam di Yayasan Al Furqon Ponorogo. Pendekatan kuantitatif dengan melibatkan 39 guru PAI sebagai responden, dipilih secara purposive. Variabel independen (X) adalah efektivitas program pembinaan guru, sedangkan variabel dependen (Y) adalah kinerja guru PAI yang diukur melalui aspek pedagogik, profesional, sosial, dan kepribadian. Pengumpulan data dilakukan dengan angket validitas-reliabel dan lembar observasi kinerja. Analisis data mencakup uji linearitas, uji-t berpasangan, serta koefisien determinasi. Hasil menunjukkan hubungan linier yang signifikan antara efektivitas pembinaan dan kinerja guru, koefisien determinasi ($R^2 = 0,532$) mengindikasikan bahwa 53,2 % variasi peningkatan kinerja dapat dijelaskan oleh efektivitas program pembinaan.

Keywords: : Program Pembinaan Guru, Yaumuttalaqi, Kinerja Guru PAI.

How to cite: Istikomah, A., Zakiyyah, A. Z., Wafiroh, I. A., Famila, A. B., Husna, A. M., & Putri, R. D. (2024). The Effectiveness of The Yaumul Talaqqi Model Teacher Development Program to Increase The Performance of Islamic Regional Education Teachers. *Assyfa Journal of Islamic Studies*, 2(2). <https://doi.org/10.61650/ajis.v2i2.1009>

1. INTRODUCTION

Education serves as the fundamental foundation in shaping an excellent generation with noble character, capable of facing the challenges of the times. In the realm of education, teachers hold a strategic role as the frontline in implementing the learning process. Therefore, the quality and performance of teachers are crucial determinants of the overall success of education, particularly in the context of Islamic Religious Education, which emphasizes not only cognitive aspects but also the character and spiritual development of students (Dewi et al. 2024).

Teachers play a strategic role in enhancing the quality of education, especially in shaping the character and competencies of students. Teachers are the primary elements in the education system who guide, educate, and direct students in the learning process. According to Law No. 14 of 2005 concerning Teachers and Lecturers, a teacher is a professional educator with the primary duties of educating, teaching, guiding, directing, training, assessing, and evaluating students. Meanwhile, Sagala (2009:3) states that a teacher is an educator who has the duties and responsibilities of creating a learning environment that enables students to develop optimally according to their potential. Teachers serve not only as information disseminators but also as facilitators, motivators, and role models in shaping student character (Pandemi 2021).

Teacher performance is one of the determining factors in achieving the goals, vision, and mission of an educational institution. Maximum and optimal performance assists institutions in achieving their objectives of providing quality education. In the context of educational institutions, teachers play a role not only as educators but also as administrators and supporters of the learning process. However, the reality indicates that not all teachers demonstrate optimal performance. Several factors, such as the lack of continuous training, minimal evaluation of development program

effectiveness, and limited resources, can become obstacles in improving the quality of learning in schools (Joen 2022).

Teacher development programs have become a solution implemented by various educational institutions. According to Sagala (2010: 167), teacher development is an effort to enhance teachers' professional capabilities through various training activities, supervision, and competency development. This development aims to improve teacher quality in carrying out their duties as educators and learning facilitators. Meanwhile, according to Mulyasa (2013: 132), teacher development encompasses all conscious and systematic efforts undertaken to improve teacher competencies, both in pedagogical, personal, social, and professional aspects, to enable them to carry out the learning process effectively (Akbar 2021).

Several previous studies have examined the effectiveness of teacher development programs in various educational institutions. However, research specifically examining the effectiveness of the Yaumuttalaqi model PAI teacher development program at the Al Furqon Foundation in Ponorogo remains limited. Furthermore, few studies have measured the extent to which development programs can improve aspects of teacher performance, such as teaching competency, increased faith, professional skills, knowledge development, and teacher motivation in carrying out their duties.

Based on these issues, this study aims to analyze the effectiveness of the Yaumuttalaqi model teacher development program in improving the performance of PAI teachers at the Al Furqon Foundation in Ponorogo. This research will identify factors that support the program's success, thereby providing more comprehensive recommendations for developing a more effective PAI teacher development program. This study is expected to provide a clear overview of the benefits of the teacher development program and offer recommendations for its development at the Al Furqon Foundation in Ponorogo.

2. RESEARCH METHODOLOGY

This study employs a non-experimental quantitative approach, as there is no manipulation of variables. According to Emzir (2009:28), the primary objective of this research is to analyze the influence of the effectiveness of the Yaumuttalaqi model teacher development program on improving the performance of Islamic Religious Education (PAI) teachers. According to Sugiyono, a causal quantitative research design is used to examine causal relationships between variables through systematic collection and analysis of numerical data (Sugiono 2020).

2.1 Research Design

This study employs a non-experimental quantitative approach, as there is no manipulation of variables. The primary objective of this research is to analyze the influence of the effectiveness of the Yaumuttalaqi model teacher development program on improving the performance of Islamic Religious Education teachers at the Al Furqon Foundation in Ponorogo. A causal quantitative

research design is used to examine causal relationships between variables through systematic collection and analysis of numerical data (Collins et al. 2021).

2.2 Population and Sample

According to Waruwu, the population is the generalization area consisting of objects or subjects that possess specific attributes and qualities identified by the researcher (Iwan Hermawan 2020). The population of this study comprises all teachers at the Al Furqon Foundation in Ponorogo. The sample taken must be representative (Sugiono 2020). The actual data source is the sample, which is considered a component of the population (Adnyana 2021). Since the research focus is on PAI teachers, the researchers determined 39 PAI teachers as the sample.

2.3 Sampling Technique and Instrument Development

This study employs a non-probability sampling technique with a saturated sampling approach. This technique is used because the population that meets the research criteria is relatively limited, namely all active Islamic Religious Education (PAI) teachers participating in the development program at the Al Furqon Foundation in Ponorogo. From a total teacher population of 81 individuals, 39 met the criteria as PAI teachers and active participants in the Yaumuttalaqi model development program, thus all were included as the sample in this study (Sugiyono 2021). The instruments used included Likert scale questionnaires and performance observation sheets, developed based on indicators of development program effectiveness, which include: participation, material quality, implementation, and evaluation, as well as PAI teacher performance indicators, which include: pedagogical, professional, social, and personality competencies (Khan Mohmand 2021).

2.4 Data Analysis Technique

Data analysis techniques in this study were conducted quantitatively using SPSS version 27 software. The first step was conducting validity and reliability tests on the questionnaire instrument to ensure measurement accuracy and consistency. Subsequently, normality and linearity tests were performed to ensure the data met the requirements for parametric analysis (Faradiba 2020).

The primary analysis employed simple linear regression to determine the influence of the independent variable, namely the effectiveness of the Yaumuttalaqi model teacher development program, on the dependent variable, namely PAI teacher performance. Additionally, a t-test was used to examine the significance of the influence, and the coefficient of determination (R^2) was calculated to determine the extent of the independent variable's contribution to the dependent variable (Yusuf Alwy et al. 2024).

3. RESULTS AND FINDINGS

This study aims to determine the effectiveness of the Yaumuttalaqi model teacher development program in improving the performance of Islamic Religious Education (PAI) teachers at the Al Furqon Foundation in Ponorogo. To determine the relationship between development program

effectiveness and teacher performance improvement, a quantitative approach was used through descriptive and inferential statistical analysis using SPSS. The tests employed included validity, reliability, normality, linearity, and simple linear regression tests with t-tests and F-tests. The analysis results indicate that the teacher development program implemented by the Al Furqon Foundation through the Yaumuttalaqi model demonstrates high effectiveness and has a positive impact on PAI teacher performance.

Table 3.1 Statistik Deskriptif

	N	Minimum	Maximum	Mean	Std. Deviation
Program Pembinaan Guru Model Yaumuttalaqi	39	90	128	107.49	11.883
Kinerja Guru PAI	39	166	236	198.51	21.989
Valid N (Listwise)	39				

The descriptive results indicate that the Yaumuttalaqi model teacher development program has a mean value of 107.49 with a standard deviation of 11.883, signifying that the program is perceived as good and consistent by the teachers. Meanwhile, PAI teacher performance shows a mean of 198.51 with a standard deviation of 21.989, which also reflects good and evenly distributed performance quality without extreme individual differences. The data demonstrates that both variables are in the good category with stable distribution.

The data normality test was conducted using the Kolmogorov-Smirnov method, which showed a significance value of 0.058, greater than 0.05, indicating normally distributed data. Subsequently, the linearity test showed that the relationship between the development program effectiveness variable and teacher performance is linear, thus suitable for proceeding to regression testing.

Table 3.2 Simple Linear Regression

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	714.190	1	714.190	42.129	.000
Residual	627.246	37	16.953		
Total	1341.436	38			

Based on the simple linear regression test results, an F-value of 42.129 was obtained with a significance of 0.000 (< 0.05). This indicates that the Yaumuttalaqi model teacher development program (X) has a significant influence on PAI teacher performance (Y). Thus, the regression model used is declared feasible and relevant in explaining the relationship between the two variables.

Table 3.3 Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730	.532	.520	4.117

The regression analysis results show a coefficient of determination (R^2) of 0.532. This means that the Yaumuttalaqi model teacher development program contributes 53.2% to improving PAI teacher performance at the Al Furqon Foundation. The remaining 46.8% is influenced by other factors outside the variables examined. This indicates that the development program has a strong influence on teacher performance.

Table 3.4 t-test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.776	5.887		2.680	.011
	X	.571	.088	.730	6.491	.000

The partial significance test results indicate that the Yaumuttalaqi model teacher development program (X) has a significant influence on improving PAI teacher performance (Y). This is demonstrated by a t-value of 6.491, which is greater than the t-table value of 1.687, as well as a significance value of 0.000 (< 0.05). Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that the development program partially contributes significantly to improving PAI teacher performance.

Table 3.5 F-test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	714.190	1	714.190	42.129	.000b
	Residual	627.246	37	16.953		
	Total	1341.436	38			

The ANOVA analysis results indicate that the Yaumuttalaqi model teacher development program has a significant influence on PAI teacher performance, with a significance value of 0.000 (< 0.05) and an F-value of 42.129 ($> F$ -table 4.11). These findings confirm that the regression model used is significant, and that the Yaumuttalaqi model development program simultaneously provides a positive impact on improving PAI teacher performance.

The Yaumuttalaqi development program itself is an agenda specifically designed by the Al Furqon Foundation to unify vision, enhance competencies, and strengthen teacher character and spirituality (ruhiyah). The development is conducted monthly and includes activities such as Qur'an recitation (tilawah), thematic studies, guidance from leadership, evaluation of work achievements, and instillation of institutional core values. Through activities involving direct interaction between facilitators and teachers, this program is able to create a conducive atmosphere for professional and spiritual teacher growth.

The findings of this study align with Wahab's perspective, which emphasizes that teacher development must encompass four main domains: pedagogical, professional, social, and personality competencies. These four aspects are reflected in the excellent teacher performance scores (Elya, et al, 2024). The Yaumuttalaqi model development program also demonstrates relevance to Hidayat's view, which states that continuous and comprehensive development will bring positive changes to teacher quality (Fitra Amalia Harahap et al. 2023).

Beyond the development program itself, teacher performance improvement cannot be separated from other factors, both internal and external. Internal factors include teacher motivation, teaching experience, and classroom management abilities. Meanwhile, external factors include the work environment, leadership support, facilities and infrastructure, and involvement in professional communities (Atik Likai Tanjua et al. 2024). Nevertheless, the Yaumuttalaqi model still provides a significant contribution in optimizing teacher potential. This is demonstrated through improvements in teachers' abilities to manage tahfizh and tahsin learning, develop good planning, deliver material using varied methods, and shape student character.

This development program also fosters a collective spirit among teachers in self-development. In the Yaumuttalaqi development sessions, teachers learn not only individually but also communally. They engage in discussions, provide input, and share experiences with one another. This aligns with the principles of adult learning (andragogy) that emphasize experience and collaboration (Yahya, et al, 2023).

Thus, the results of this study affirm that development programs based on spirituality and knowledge, such as the Yaumuttalaqi model, can serve as an effective strategy for improving the quality of education, particularly in the field of PAI. This model not only enhances the technical aspects of teaching but also strengthens the spiritual foundations and morals of teachers, which ultimately has a positive impact on student learning.

4. DISCUSSION

The Yaumuttalaqi development program itself is an agenda specifically designed by the Al Furqon Foundation to unify vision, enhance competencies, and strengthen teacher character and spirituality (ruhiyah). The development is conducted monthly and includes activities such as Qur'an recitation (tilawah), thematic studies, guidance from leadership, evaluation of work achievements, and instillation of institutional core values. Through activities involving direct interaction between facilitators and teachers, this program is able to create a conducive atmosphere for professional and spiritual teacher growth.

The findings of this study align with Wahab's perspective, which emphasizes that teacher development must encompass four main domains: pedagogical, professional, social, and personality competencies. These four aspects are reflected in the excellent teacher performance scores (Elya, et al, 2024). The Yaumuttalaqi model development program also demonstrates relevance to Hidayat's view, which states that continuous and comprehensive development will bring positive changes to teacher quality (Fitra Amalia Harahap et al. 2023).

Beyond the development program itself, teacher performance improvement cannot be separated from other factors, both internal and external. Internal factors include teacher motivation, teaching experience, and classroom management abilities. Meanwhile, external factors include the work environment, leadership support, facilities and infrastructure, and involvement in professional communities (Atik Likai Tanjua et al. 2024). Nevertheless, the Yaumuttalaqi model still provides a significant contribution in optimizing teacher potential. This is demonstrated through improvements in teachers' abilities to manage tahfizh and tahsin learning, develop good planning, deliver material using varied methods, and shape student character.

This development program also fosters a collective spirit among teachers in self-development. In the Yaumuttalaqi development sessions, teachers learn not only individually but also communally. They engage in discussions, provide input, and share experiences with one another. This aligns with the principles of adult learning (andragogy) that emphasize experience and collaboration (Yahya, et al, 2023).

Thus, the results of this study affirm that development programs based on spirituality and knowledge, such as the Yaumuttalaqi model, can serve as an effective strategy for improving the quality of education, particularly in the field of PAI. This model not only enhances the technical aspects of teaching but also strengthens the spiritual foundations and morals of teachers, which ultimately has a positive impact on student learning.

5. CONCLUSION

The results of this study indicate that the Yaumuttalaqi model teacher development program implemented at the Al Furqon Foundation in Ponorogo demonstrates high effectiveness in

improving the performance of Islamic Religious Education (PAI) teachers. These findings are evidenced by statistical analysis results revealing a positive and significant relationship between development program effectiveness and teacher performance. The program has proven capable of contributing 53.2% to performance improvement, while the remainder is influenced by other factors. Through development activities conducted regularly, with spiritual nuances, and directed institutionally, teachers gained improvements in pedagogical, professional, social, and personality aspects. The Yaumuttalaqi model not only instills technical teaching abilities but also strengthens teacher character and spiritual values, which serve as important foundations in Islamic education.

6. REFERENCES

- Adnyana, I. M. D. M. (2021). Populasi dan sampel. *Metode Penelitian Pendekatan Kuantitatif*, 14(1), 103–116.
- Akbar, A. (2021). Pentingnya kompetensi pedagogik guru. *JPG: Jurnal Pendidikan Guru*, 2(1), 23. <https://doi.org/10.32832/jpg.v2i1.4099>
- Atik Likai Tanjua, D. E. C. D., Puspasari, N., Nugraha, H., & Meylindo, D. (2024). Kinerja guru dan permasalahannya. *Sinar Dunia: Jurnal Riset Sosial Humaniora dan Ilmu Pendidikan*, 3(4), 161–171. <https://doi.org/10.58192/sidu.v3i4.2729>
- Collins, S. P., Storrow, A., Liu, D., Jenkins, C. A., Miller, K. F., Kampe, C., & Butler, J. (2021). Desain penelitian. 26–35.
- Dewi, C. A., Firdaus, A., Fauzan, A., Maulani, I., Patila, I., & Almes, A. (2024). Pendidikan menjadi pondasi dalam pembentukan karakter peserta didik. *JIMA: Jurnal Ilmiah Mahasiswa*, 2(1), 55–63. <https://www.researchgate.net/publication/366964879>
- Elya, E., Yanti, R. A. E., & Ilah, I. (2024). Perbedaan hasil belajar siswa yang menggunakan model pembelajaran kooperatif tipe Jigsaw dan tipe Make a Match pada mata pelajaran ekonomi. *J-KIP (Jurnal Keguruan dan Ilmu Pendidikan)*, 5(2), 280–289. <https://doi.org/10.25157/j-kip.v5i2.12317>
- Faradiba. (2020). Penggunaan aplikasi SPSS untuk analisis statistika program. *SEJ (School Education Journal)*, 10(1), 1–69.
- Fitra Amalia Harahap, E. Y., Apriani Harahap, T. S., Sibarani, W. S., Rafsanjani, A., & Sirait, F. A. (2023). Supervisi pendidikan sebagai upaya meningkatkan kinerja guru pada sekolah SMP Swasta PAB 1 Medan Estate. *Inspirasi Dunia: Jurnal Riset Pendidikan dan Bahasa*, 2(2), 173–187. <https://doi.org/10.58192/insdun.v2i2.775>
- Hermawan, I. (2020). Bab III metode penelitian. *Suparyanto dan Rosad*, 5(3), 248–253.
- Khan Mohmand, S. (2021). *Research instruments*. In *Crafty oligarchs, savvy voters*. <https://doi.org/10.1017/9781108694247.012>

- Ono, S. (2020). Uji validitas dan reliabilitas alat ukur SG posture evaluation. *Jurnal Keterapian Fisik*, 5(1), 55–61. <https://doi.org/10.37341/jkf.v5i1.167>
- Pandemi, D. I. M. (2021). Jurnal elementer. *Jurnal Elektro dan Mesin Terapan*, 5(1), 28–33.
- Siemze. (2022). *Kinerja guru* (Vol. 2). Jurnal Manajemen.
- Sugiono. (2020). Metode penelitian metode penelitian. *Metode Penelitian Kualitatif*, (17), 43. <http://repository.unpas.ac.id/30547/5/BAB%20III.pdf>
- Sugiyono. (2021). Teknik pengambilan sampel dalam penelitian (pp. 40–54). Penerbit Buku Deepublish.
- Yahya, A. I. B., Purnama, S., & Supeno, S. (2023). Eksplorasi prinsip andragogi dalam pendidikan orang dewasa: Sebuah studi kualitatif pada pendidikan formal dan non-formal di STIP Jakarta. *PTK: Jurnal Tindakan Kelas*, 5(1), 136–152. <https://doi.org/10.53624/ptk.v5i1.505>
- Yusuf Alwy, M., Herman, H., Trisnawati, H., Abraham, A., & Rukmana, H. (2024). Analisis regresi linier sederhana dan berganda beserta penerapannya. *Journal on Education*, 6(2), 13331–13344.