

# Development of a Measuring Instrument for the Level of Integrity of Prospective Religious Teachers Based on Personality Competence

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**Abstract:** The aim of this research is to measure the level of personality competency integrity of prospective Islamic religious education teachers. Also, it aims to develop a valid competency assessment instrument for prospective teachers that will measure the integrity of the personality competencies of prospective Islamic religious education teachers. Pedagogical competence tends to be the dominant focus of competency assessment for prospective Islamic religious education teachers, however, it is important for future Islamic religious education teachers to also receive strengthening of personality competence. Empowering the personal competence of prospective Islamic religious educators can be achieved through the practice and implementation of micro teaching and internships, because integrity must be developed and nurtured through self-awareness. the integrity of a religious teacher on personality competence as an evaluative component in producing professional and competent teachers who become role models for students. The study participants comprised students from the Islamic Education Study Program at the State University of Jakarta who were conducting teaching internships in schools. The study employed a descriptive quantitative research method, used a questionnaire to collect data and validity and reliability tests to analysis data. The results of this research describe the various levels of integrity of prospective religious education teachers and the results of testing the validity and reliability of measuring instruments.

**Keywords:** teacher's personality competence, islamic edution, validiy, reliability.

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## Introduction

The Institute of Educators and Education Personnel has a duty to meet the high expectations of the community and stakeholders with regards to the quality of prospective religious educators, as it is an institution that trains and produces teachers. Effective religious teachers should exhibit a comprehensive personality and possess the requisite skills and knowledge relevant to their subject matter. The development of the integrity of potential religious instructors depends on self-awareness and should not be taken for granted. This evaluation of their integrity is a vital element in creating successful and professional educators. Therefore, it is crucial to evaluate the dependability of the religious educators under consideration. Measuring the integrity of potential religious

educators can be achieved through behavioural or attitudinal assessments in implementing teacher personality competencies. The results of the behavioural assessment can serve as a benchmark to enhance the competence and commitment of potential religious teachers to the tasks required of a religious educator, particularly in the teaching field. (Iswantir, 2012) The responsibilities and obligations of teachers comprise three duties: those in the professional realm and those related to humanity. The professional duties of educators entail educating, teaching, and training. Educating involves fostering and cultivating ethical values throughout life, teaching entails advancing knowledge and technology, while training involves developing practical abilities. In this study, we evaluate the integrity of potential religious

educators by analyzing their demonstration of personality competence, while examining the facets of personal competence in teaching. Teacher competency predominantly focuses on qualities such as ethical character, responsibility, openness, and a steadfast commitment to improving their knowledge and abilities. (Arifai, 2018). Based on the duties of a teacher and the teacher's personality competence, prospective PAI teachers must implement it in every learning practice in the classroom and at school. The responsibilities of a potential educator entail executing activities that activate learning, present knowledge and wrap-up learning. Additionally, these duties encompass the cultivation of the human component of personality, entailing empathy, social skills and other attitudes. It is crucial for prospective PAI teachers to adhere to these tasks and responsibilities. Technical term abbreviations such as PAI should be fully explained upon first use. Improving the implementation of learning activities and teacher competencies can be facilitated through habituation and assignments, with feedback provided in the form of an evaluation of the performance of aspiring PAI teachers during their teaching practice. Habituation and enrichment affect not just optimisation, but also a prospective teacher's integrity towards their competencies, including their personality competencies. To evaluate the integrity of PAI teacher candidates, observing their behaviour when implementing personality competence is necessary. Standardized instruments with validity and reliability are required to measure this reliably. The results of the study have contributed to evaluating prospective PAI teacher competence and developing valid and reliable instruments to measure teacher integrity through personality competence. The purpose of this study was to determine the indicators as well as the validity and reliability of the instrument for assessing the level of integrity of prospective religious teachers. As well as knowing the level of integrity of prospective PAI teachers through their behaviour or personality in micro teaching activities.

## **Materials and Methods**

The research method uses quantitative and the ADDIE model development method. The place and time of the research was conducted in July on students of the Islamic Education Study Programme, Faculty of Social Sciences, State University of Jakarta. The research technique or procedure begins with analysing the needs and problems of teaching competence of students who are interning or teaching practice in schools. The second stage of the research procedure is to determine or plan the solution, namely strengthening personality competence by providing habituation and assignments to these competencies. The third stage is to make a measuring instrument for the personality competence of Islamic religious education teachers. The fourth stage is content validation, and calculating inter-rater reliability. The fifth stage is to improve the assessment instrument quantitatively based on the results of calculating content validity and construct validity. The research subjects were 2 micro teaching lecturers and 38 students of Islamic Education Study Programme FIS UNJ. data collection techniques regarding the consistency of candidates for Islamic religious education in implementing personal competencies using a questionnaire. Validity test uses Pearson correlation and reliability uses Cronbach's Alpha. The purpose of data analysis uses construct validity tests to determine the accuracy of indicators in measuring teacher personality competence and data analysis also carried out reliability calculations to determine the consistency of the integrity instrument for religious teacher candidates on personality competency.

## **Results and Discussion**

### **Result-1 Integrity Level and Through Personality Competence Indicators**

The research findings indicate that the level of integrity, both high and low, in the personality competencies of PAI teacher candidates is determined by established habits or obligations that must be fulfilled during teaching practice. If

the behavior has not been developed or has never been done before, it will impact self-awareness to perform the indicators found in personal competence. The criteria for very high to very low are based on the percentage of teacher candidates' answers to each item on each indicator. The

integrity of PAI teacher candidates in implementing personality competence when teaching practice in the classroom can be measured on several indicators of teacher personality as in the following table:

**Table 1.** Indicators and Item of Teacher Personality Competence.

No	Indi	Item	% always	% often	% quite often	% rarely	% never	Total%
1	The prospective teacher implement good behaviour towards learners when opening and presenting learning materials	the prospective teacher opens the lesson with greetings	90	7,5	2,5	-	-	100%
		the prospective teacher opens the lesson by asking about the students' condition	77,5	15	7,5	-	-	100%
		students were given the opportunity to ask questions about the subject matter presented during the lesson.	92,5	7,5	-	-	-	100%
		the prospective teacher divides the group tasks with the provision that each group consists of learners who have above-average and below-average abilities	65	15	17,5	-	2,5	100%
		The prospective teacher should allocate group tasks ensuring each group comprises both introverted (quiet) and extroverted (outgoing) learners.	52,5	30	10	5	2,5	100%

Based on the results of the assessment of prospective PAI teachers, 38 people stated that item no. 2 was very appropriate, in other words 90% stated that item no. 2 was very appropriate to the indicator. However, in item no. 5 about 52.5% stated that it was very suitable, the remaining 30% were suitable, 10% were quite suitable, 5% were not suitable, and 2.5% were very unsuitable. This data that the indicator of Display behaviour that pays attention to the condition of learners when opening and providing learning materials has a correspondence between indicators and items that

will be used as an instrument for assessing the integrity of PAI teacher candidates. The data in indicator 1 identifies behaviours that have been frequently performed by prospective PAI teachers are "students were given the opportunity to ask questions about the subject matter presented during the lesson". Data from indicator 1 also highlighted actions that were rarely performed by prospective PAI teachers. Thus the data findings on indicator 1 state that prospective PAI teachers have a very high level of integrity in implementing personal competence.

**Table 2.** Indicators and Item of Teacher Personality Competence.

No	Indi	Item	% always	% often	% quite often	% rarely	% never	Total%
2	PAI teacher candidates Demonstrate openness in thinking and acting	PAI teacher candidates accept students' ideas during discussion or question and answer activities	75	25	-	-	-	100%
		PAI teacher candidates accept students' arguments during discussion or question and answer activities	72,5	27,5	-	-	-	100%
		PAI teacher candidates give support or praise to each learner's answer or argument	72,5	25	2,5	-	-	100%

Based on the data of indicator no. 2, it states that prospective PAI teachers have an open attitude in various learning activities, such as discussion activities, all students are given the opportunity to give opinions or ideas. This indicates that

prospective PAI teachers on indicator no. 2 on all items are at a good level of integrity. Thus the data findings on indicator 2 state that prospective PAI teachers have a very high level of integrity in implementing personal competence.

**Table 3.** Indicators and Item of Teacher Personality Competence.

No	Indi	Item	% always	% often	% quite often	% rarely	% never	Total%
3	PAI teacher candidates act in accordance with religious, legal and social norms	PAI teacher candidates start the lesson by reciting bismillah	87,5	12,5	-	-	-	100%
		PAI teacher candidates conclude the lesson by saying alhamdulillah/prayer	87,5	12,5	-	-	-	100%
		PAI teacher candidates give assignments according to the agreement with students	55	40	5	-	-	100%
		PAI teacher candidates give reprimands or punishments according to the rules of discipline that have been determined	67,5	30	2,5	-	-	100%
		PAI teacher candidates wear clean, neat and polite clothes	82,5	17,5	-	-	-	100%
		PAI teacher candidates use polite and courteous sentences in interacting with students	87,5	12,5	-	-	-	100%
		PAI teacher candidates use polite and courteous sentences in interacting with students	90	10	-	-	-	100%
		PAI teacher candidates accept learners' criticism and suggestions on their teaching style or the material they deliver	75	22,5	2,5	-	-	100%
		PAI teacher candidates close the lesson according to the specified	72,5	25	2,5	-	-	100%

learning hours									
PAI teacher candidates provide opportunities to ask questions to all learners fairly without considering the condition and background of the learners	87,5	10	2,5	-	-	100%			
PAI teacher candidates provide attention and support for students who experience difficulties or health issues	72,5	22,5	5	-	-	100%			
PAI teacher candidates are able to control emotions in students who make noise	72,5	25	2,5	-	-	100%			

Based on the data of indicator no. 3 of 12 items, 10 items stated that the candidate PAI teacher level of integrity in personality competence is very good, but on the item about the agreement in giving assignments between teachers and students has not been implemented optimally. Another thing that has not been optimal is providing rewards and punishments. The factor is not optimal because it has not been familiarised and become an aspect of assessment in teaching practice in the classroom. Habituation through obligations or rules to implement an open attitude in giving assignments, punishments and rewards for student success. Thus the data findings on indicator 3 state that prospective PAI teachers have a very high level of integrity in implementing personal competence.

## Result-2 Results of the Construct Validity and Reliability Test

Based on the results of the onstruct validity test, all 17 items from 3 indicators are valid because the score  $\geq 0.312$

The results of the construct validity and reliability tests are part of the standardised measuring instrument process, which requires a validity score of  $\geq t$  table. For  $N=40$  at a 5% significance level, this score is 0.312 or  $\leq 0.05$ . SPSS was utilized to conduct construct validity and reliability tests on the integrity instrument of prospective PAI teachers regarding their personality competence, and the results obtained are presented below:

**Table 4.** Results of Construct Validity Tes.

Item	Validity Scores	Description
		Valid $\geq t$ table= 0.312/ $\leq 0.05$
1	0.952	Valid
2	0.937	Valid
3	0.876	Valid
4	0.861	Valid
5	0.888	Valid
6	0.859	Valid
7	0.859	Valid
8	0.912	Valid
9	0.912	Valid
10	0.877	Valid
11	0.859	Valid
12	0.805	Valid
13	0.939	Valid
14	0.919	Valid
15	0.915	Valid
16	0.670	Valid
17	0.937	Valid

The reliability of an assessment instrument is to have validity, why is validity needed? so that the data about the integrity of prospective Islamic religious education teachers is accurate, reliable, credible and transparent. The results of the validity test in this study state that this instrument is in accordance with the validity score acceptance criteria, namely  $> 0.312$ .

**Table 5.** Calculated results of the construct reliability of the integrity instruments of the PAI for the personality competencies of teacher candidates.

Reliability Statistics	
Cronbach's Alpha	N of Items
,772	18

Based on the results of the Alpha Cronbach reliability calculation with SPSS, the result is 0.772. The criteria of the instrument are reliable if  $\geq 0.70$ . Therefore, the items of the PAI Teacher Candidate Integrity Instrument on Personality Competence are reliable. The results of the reliability calculation  $> 0.70$  state that the integrity assessment instrument for prospective Islamic religious education teachers is feasible to be used as an instrument to assess the integrity of prospective teachers in the personality competence.

### **Discussion**

Empowerment of personality competence can be done through habituation. The habituation method can be internalized in the evaluation or performance assessment activities of prospective Islamic religious education teachers. The results of the performance assessment of prospective Islamic religious education teachers can be used as a guide in improving professionalism teacher competencies including: pedagogic, social, personality and professional. Valid and reliable assessment results are the main requirements in micro teaching measurement activities or outcomes. Indicators of personality competence of prospective Islamic religious education teachers must be developed according to stakeholder needs and current conditions. One of the benefits of developing indicators of prospective teacher personality competence is to provide a decision on the development of educational internship activities and micro teaching courses. The results of the development of the integrity assessment of prospective Islamic religious education teachers as a result of the criteria are: the development of an instrument to measure the integrity of PAI teacher candidates that meets the standard is to have a validity score  $\geq t$ -table or  $\leq 0.05$  significance. The results of the validity and reliability tests indicate that this instrument has met the standards and is therefore suitable for use in measuring the integrity of PAI teacher candidates in the area of personal competence. Very high or high levels of integrity are easily achieved by PAI teacher candidates when reinforced by habituation or assignment factors in teaching practice activities and then given punishment and reward in the form of

attitude or performance assessment of PAI teacher candidates. The research findings indicate that if prospective PAI teachers are not accustomed to and obligated to exhibit personality competence during teaching practice, they may become disinclined to do so. Therefore, habituation and adherence to rules and regulations promote the development of integrity, particularly regarding the teacher's personality competence. Other factors that can be considered in improving the integrity of prospective teachers are: 1) empowering self-awareness of responsibility for the teaching profession, 2) involving prospective teachers in actual activities in school learning, and 3) rewarding prospective teachers' achievements and periodic evaluation of the implementation of teacher competencies.

### **Conclusions**

1. The indicators in this study produce 3 indicators: 1) the prospective teacher implement good behaviour towards learners when opening and presenting learning materials, 2) PAI teacher candidates demonstrate openness in thinking and acting, dan 3) PAI teacher candidates act in accordance with religious, legal and social norms.
2. Fostering and advancing integrity can be achieved through habituation and reinforced by regulations and guidelines in educational pedagogy.
3. Valid and reliable instruments necessitate multiple stages and procedures, such as problem identification, theory formulation, and observation of activities both previously executed and untested, with the ultimate objective of generating valid and reliable items.
4. Regular evaluation of the learning outcomes of micro teaching and educational internships is the main and very important thing. why educational internships conducted by prospective religious teacher students are carried out directly in schools and interact directly with students and teachers. therefore, the assessment of senior teachers on the performance of prospective islamic religious

education teachers can be used as a guideline in determining policies and improvements in learning components, especially educational courses and the quality of islamic religious education teacher graduates.

**Conflict of Interest:** We, the authors of this article, declare that there is no conflict of interest regarding the publication of this article.

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