

Development of Assessment Instruments on The Personality Competence of Prospective Islamic Religious Education Teachers

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Abstract: The aim of the study was to develop a standardized personality competency assessment instrument for prospective religious teachers, namely meeting the minimum content and construct validity scores. Theoretically. It is important to develop an instrument for assessing the personality competence of prospective religious teachers in line with the growing demand for teachers to become role models for students. The research method uses R&D with the ADDIE model. The technique of collecting data by questionnaire and literature study. Content and construct validity data analysis techniques used the Aiken index and Confirmatory Factor Analysis through Structural Equation Modeling. The results of the study stated that the content and construct validity test of the personality competency assessment instrument for prospective religious teachers was appropriate to be used as a measure of personality competence for prospective religious teachers because all points (19) were valid. The results of the development of a personality competency measurement tool for prospective religion teachers can also be used in micro teaching lectures and can also be used by Islamic religious tutors at the elementary, middle, high school and equivalent levels when assessing the teaching skills of students who are educational apprentices.

Keywords: content validity, construct, personality competence.

Introduction

The research aims to determine the validity of the content and the validity of the construct of the research instruments developed in this study, namely: the personality competency assessment instrument of prospective Islamic Religious Education teachers. In developing a measuring tool, one of the conditions that must be met is to be able to meet the validity score of the content and the validity of the construction theoretically. Validity in research is very important because it is to determine the accuracy of an instrument against the indicators used in making measuring instruments. In addition to validity, reliability is also needed, namely to find out the consistency of measurement results if used on the same/equivalent but different research subjects at different times. Validity is divided into the validity

of the content and the construct. The validity of the content, according to Mardapi, is measured by asking experts or experts in their fields to assess the instruments or measuring tools developed. (Mardapi, 2008). Construct validity is the extent to which operational dependencies reflect the construct to be measured. (Azwar, 2012). Reliability is also a part that shows that the measuring tool has been standardized. Reliability is divided into two, namely 1) the reliability of response consistency and 2) the reliability of the combined consistency of items. (Djaali, 2008). The purpose of a reliability test of a construct is to prove the accuracy, consistency and precision of the instrument in measuring the construct. (Latan, 2012)

Strengthening the personality competence of teachers is important to be carried out for prospective teachers of Islamic Religious Education

(PAI). Strengthening teachers' personality competencies can be done through habituation and empowerment in every learning activity, especially in micro-teaching learning and educational internship activities. The assessment emphasized in micro teaching courses and educational internships is generally on pedagogical competencies, such as the ability to open learning, deliver learning materials and close learning activities as well as other supporting abilities such as applying learning media. The assessment of teachers' personality competencies tends to be neglected, even though the competencies that are needed and must be strengthened are not only in one teacher competency but must include 4 teacher competencies, namely: 1) pedagogical competence, 2) social competence, 3) personality competence, and 4) professional competence.

Teacher performance at this time is not only focused on competence in the field of teaching and learning, but how a teacher can position himself as an example and at the same time a facilitator and motivator for students. In addition, a teacher can be interpreted as a person who should be trusted and imitated, but if the 4 teacher competencies are not implemented by the teacher in a balanced manner, there will be a gap or inequality in the teacher himself and will have an impact on the learning outcomes of students/students not fully achieving the ability aspect in the realm of spiritual, social, knowledge and skills. Empowerment and strengthening of competencies is not only in teachers but also in prospective teachers, because when competencies are not recognized or applied from an early age, namely in prospective teachers, it is very difficult to make their personality competencies into a character that is strongly attached to prospective teachers and not just conceptual and practical competencies.

Islamic teachers are central figures whose morals must be exemplary, in addition to their science and academics. In addition, teachers should have moral and religious responsibilities, to shape their students into knowledgeable and moral people. (Laela Hamidah Harahap, 2019). The factors that affect a person's personality can be categorized into two factors: internal and external. Al-Maidâni, refers to these two factors as al-Akhlâq

al-Fithriyyah (morality that has become its incarnation), and al-Akhlâq al-Muktasabah (morality born from development efforts). Some of these morals, said al-Maidâni, are fithriyyah, where they have been innate since birth and since the beginning of their life growth. And some of them are muktasabah, formed from the natural environment, the social environment, or from the forging of habits and experiences, and the like. (Taufik, 2021). An Islamic Religious Education teacher is a person who is not only a source of knowledge and skills for children but also a center of exemplary, the existence of a teacher's personality is the main foundation in supporting other competencies, therefore it must be given reinforcement and habituation to prospective teachers of Islamic Religious Education (PAI). The strengthening process can be carried out by refractory students who are prospective PAI teachers to implement aspects or components that exist in the teacher's personality competencies and then given reinforcement through assessment activities on students' attitudes when practicing teaching in the classroom. The personality of students or the younger generation, especially prospective teachers, needs to be strengthened because the results of the study inform that; *"Students with good character can be seen in the attitudes and behavior of students, both in terms of courtesy, mutual respect, mutual respect, mutual help and student responsibility. Where students can carry it out in everyday life both at school, at home and in the community. But in recent years, the culture of hospitality and courtesy in Indonesia has decreased. This can be seen from the younger generation or teenagers who tend to lose ethics and courtesy towards peers, older people, teachers and even towards their parents. Students no longer regard the teacher as a role model, someone who provides knowledge and knowledge that deserves respect and respect"*. (Arum Wahyu, 2023). Therefore, research and development of teacher competency assessment instruments is very important to be carried out

Materials and Methods

Study area

The research method uses the research and development method of the ADDIE model. The place and time of the research was conducted in July on students of the Islamic Religious Education Study Program, Faculty of Social Sciences, State University of Jakarta.

Procedures

The research technique or procedure begins with an analysis of the needs and problems of the teaching competence of students who are doing internships or teaching practices at school. The second stage of the research procedure is to establish or plan the solution, namely strengthening personality competencies by providing habituation and assignment to these competencies. The third stage is to make a tool to measure the personality competence of Islamic religious education teachers. The fourth stage is content validation, as well as calculating the reliability between raters. The fifth stage is to improve the assessment instrument quantitatively based on the results of calculating the validity of the content and the validity of the construct. The subjects of the study were 2 micro teaching lecturers and 38 students of the PAI FIS UNJ Study Program. The data collection technique uses a questionnaire

Data analysis

The data analysis technique uses the Aiken V Index formula to calculate the results of the validity of the content and the validity of the data analysis construct using *Confirmatory Factor Analysis* (CFA) with the application of *Structural Equation Modelling* (SEM).

Results and Discussion

Content Validity Test Results

The content validity test was carried out to determine the accuracy of the content of the indicators and statement items constructed in the personality competency assessment instrument of

prospective religious teachers with the theory used (as a framework of thinking). The validity test of the content on the personality competency assessment instrument of prospective religious teachers was validated by 2 micro-teaching lecturers of the Islamic Religious Education Study Program. The formula for the Aiken Index is as follows:

$$V = \sum S / [n(c - 1)]$$

Table.1 Results of Content Validity Test.

Less	Rater		Aiken V Index	Valid Information of Aiken Index > 0.75
	1	2		
1	5	5	$4+4/[2(5-1)]=1$	Valid
2	5	5	$4+4/[2(5-1)]=1$	Valid
3	5	5	$4+4/[2(5-1)]=1$	Valid
4	4	5	$3+4/[2(5-1)]=0.87$	Valid
5	4	5	$3+4/[2(5-1)]=0.87$	Valid
6	4	5	$3+4/[2(5-1)]=0.87$	Valid
7	4	5	$3+4/[2(5-1)]=0.87$	Valid
8	4	5	$3+4/[2(5-1)]=0.87$	Valid
9	5	5	$4+4/[2(5-1)]=1$	Valid
10	5	5	$4+4/[2(5-1)]=1$	Valid
11	4	5	$3+4/[2(5-1)]=0.87$	Valid
12	4	5	$3+4/[2(5-1)]=0.87$	Valid
13	4	5	$3+4/[2(5-1)]=0.87$	Valid
14	5	5	$4+4/[2(5-1)]=1$	Valid
15	5	5	$4+4/[2(5-1)]=1$	Valid
16	4	5	$3+4/[2(5-1)]=0.87$	Valid
17	4	5	$3+4/[2(5-1)]=0.87$	Valid
18	4	5	$3+4/[2(5-1)]=0.87$	Valid
19	4	5	$3+4/[2(5-1)]=0.87$	Valid
20	4	5	$3+4/[2(5-1)]=0.87$	Valid

Based on the results of the calculation of the validity of the content in table 1, it is known that from the 20 items on the personality competency assessment instrument of prospective religious teachers, it is stated that 20 valid items are > 0.75. (Azwar, Reliability and Validity, 2012) The details are that 7 items have an Aiken index score of 1.00, while 13 items have an Aiken index score of 0.87. Thus, for the validity of the content of all indicators and items in the personality competency assessment instrument of prospective religious teachers, it is valid and suitable to be used in

measuring the personality competence of prospective religious teachers. However, the validity of the content is not an absolute guarantee in determining the concept of measurement validity. (Kurniawati, 2020). In other words, the validity of the content is not the only determinant, but the validity of the content is the first or basic step to determine the reliability or produce a standardized assessment instrument, namely meeting the theoretical acceptance limit of validity and reliability scores. Thus, to produce a standardized instrument, it must go through

several stages in addition to testing the validity of the content and reliability between raters, it is required to carry out a construct validity and reliability test. The results of the content validity test in this study stated that the indicators and items set on the personality competency assessment instrument of prospective religious teachers, will represent the construct to be measured. The indicators and items that will represent the personality competency assessment instruments of prospective religious teachers are as follows:

Table 2. Indicators and Items of Personality Competency Assessment Instruments for Prospective Religious Teachers.

It	Indicators	Statement Items				
		1	2	3	4	5
1	Displaying personality based on the usefulness of students when opening and providing learning materials	Opening learning by saying greetings	Opening learning by asking students about their condition	Give students the opportunity to ask questions about the material being taught	Divide group tasks with the provision that each group consists of students who have above-average and below-average abilities	Divide group tasks with the provision that each group consists of introverted and extroverted students
2	Showing openness in thinking and acting	6 Receiving students' ideas during discussion or question and answer activities	7 Accepting students' arguments during discussion or question and answer activities	8 Provide support or praise to each student's answer or argument	-	-
3	Act in accordance with religious norms	9 Opening learning by reading bismillah	10 Closing learning by reading alhamdulillah/prayer	-	-	-
4	Act in accordance with legal and social norms	11 Give assignments in accordance with the agreement of students and educators/teachers	12 Give a reprimand or punishment according to the established discipline	13 Wear clean, neat and polite clothes	14 Using polite and polite sentences in interacting with students	15 Enter the classroom according to learning hours
		16 Receiving criticism and suggestions from students	17 Close learning according to the set learning hours	18 Providing the opportunity to ask questions to all students	19 Providing attention and support for students who are experiencing	20 Able to control emotions in students who make noise

		on the teaching style or mataeri conveyed		fairly without considering the condition and background of the students	disasters or are sick	
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Based on table number 2, there are several statement items from the indicators contained in the personality competency assessment instrument of prospective religious teachers, namely in the indicator "displaying personality based on the usefulness of students when opening and providing learning materials", all statements in this indicator have very high scores compared to other indicators. This shows in terms of the content of activities that can measure the competence of prospective religious teachers in the skill of opening and providing learning materials, and on the indicators of acting in accordance with religious norms, namely in point 9: opening learning by reading bismillah and 10: closing learning by reading alhamdulillah/prayer, it can be stated that the instrument developed is very appropriate in terms of content/content. Another indicator and statement item that has a score of 1.00 is at no 14, namely: using polite and polite sentences in interacting with students and no 15, namely: entering the classroom according to the learning hours.

Based on the findings in the content validity test, why the indicator of opening and delivering learning materials is very high, there are several factors including meeting the rules for preparing the instrument, namely: a. Avoid sentences that contain a lot of interpretations b. Formulation of statements/short questions c. One statement contains only one complete mind d. The statement is formulated with a simple sentence e. Avoid using the words always, all, never, and the like f. Avoid statements about facts, or that could be interpreted as facts. (Rusilowati, 2013). The indicators showing openness in thinking and acting on points 6, 7, and 8 the average score of the Aiken Index is 0.87. Likewise, with indicators

acting in accordance with legal and social norms in statements no. 11, 12, 13, 16,17, 18, and 19, the average score of the Aiken Index is 0.87. Thus, as a whole, the indicators and items contained in the competency assessment instrument for prospective religious teachers can be continued to test the validity of the construct and the reliability of the construct so that the instrument developed in this study meets all the stages of procedures to produce a standardized assessment instrument.

Results of the Construct Reality Test/CFA (Confirmatory Factor Analysis)

Construct validity is one of the procedures to determine the accuracy of the item or question item in the personality competency assessment instrument of prospective religious teachers whether it is appropriate to measure according to the construct of this research. The analysis tool for validity test results data uses *Confirmatory Factor Analysis* (CFA) with the application of Structural Equation Modelling (SEM). The results of the *Confirmatory Factor Analysis* (CFA) construct validity test with the Structural Equation Modelling (SEM) application are said to be valid if the standardized loading factor score ≥ 0.30 (Joseph F. Hair, 2010). In addition to looking at the standardized loading factor score, you can also see a t value score of ≥ 1.96 . The results of the construct validity test on indicator 1 (displaying personality based on the usefulness of students when opening and providing learning materials), indicator 2, (showing openness in thinking and acting), indicator 3 (acting in accordance with religious norms) and indicator 4 (acting in accordance with legal and social norms) can be seen in figures 1, 2, 3 and 4 as follows:

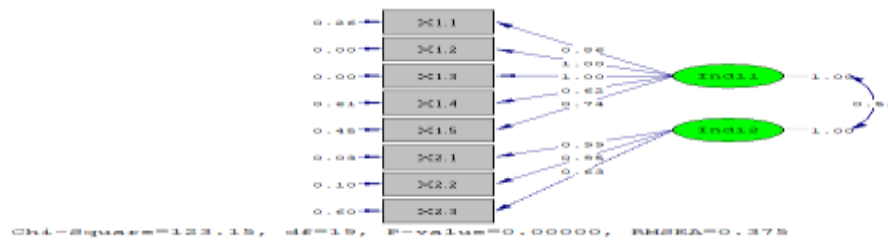


Figure 1. Standardized Loading Factor (SLF) Scores Indicators 1 and 2.

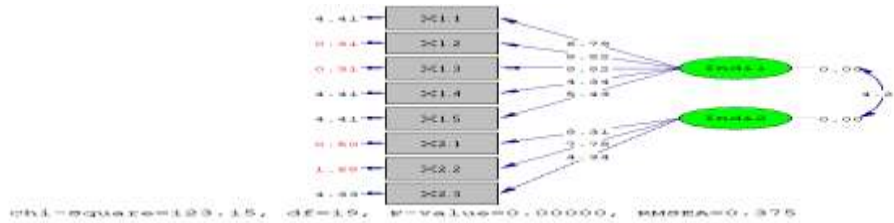


Figure 2. T-value Indicators 1 and 2

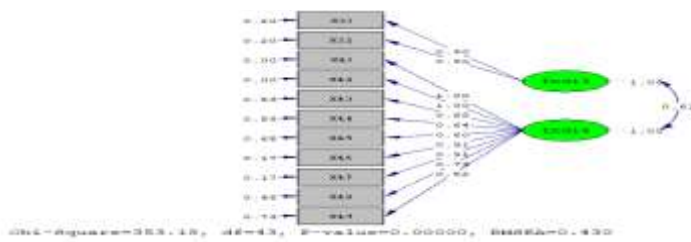


Figure 3 Standardized Loading Factor (SLF) Scores Indicators 3 and 4

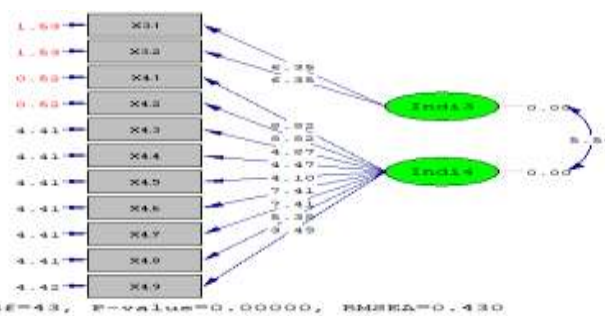


Figure 4. T-value Indicators 3 and 4

Based on figures 1, 2, 3 and 4, it can be stated that the results of the construct validity test of all (19) items of statements in indicators 1, 2, 3 and 4

are valid, namely the *standardized loading factor* score ≥ 0.30 and *the t-value* ≥ 1.96 . Briefly it can be seen in the following table 2:

Table.2 SLF Score and T-Value Indicators 1, 2, 3 and 4.

Indicators	Grain	SLF Score	T-Value Score	Information
displaying personalities based on the usefulness of students when opening and providing learning materials	X1	0.86	6.89	Valid
	X2	1.00	8.82	Valid
	X3	1.00	8.82	Valid
	X4	0.62	4.34	Valid

	X5	0.74	5.43	Valid
showing openness in thinking and acting	X2.1	0.99	8.31	Valid
	X2.2	0.93	7.78	Valid
	X2.3	0.63	4.34	Valid
act in accordance with religious norms	X3.1	0.90	6.35	Valid
	X3.2	0.90	6.35	Valid
act in accordance with legal and social norms)	X4.1	1.00	8.82	Valid
	X4.2	1.00	8.82	Valid
	X4.3	0.68	4.87	Valid
	X4.4	0.64	4.47	Valid
	X4.5	0.60	4.10	Valid
	X4.6	0.91	7.41	Valid
	X4.7	0.91	7.41	Valid
	X4.8	0.74	5.39	Valid
	X4.9	0.52	3.49	Valid

The results of the construct validity test through *Confirmatory Factor Analysis* (CFA) with the application of *Structural Equation Modelling* (SEM). The validity acceptance limit follows a theoretical reference, namely a *standardized loading factor* ≥ 0.30 (Joseph F. Hair, 2010) and a *t-value score* of ≥ 1.96 . Therefore, it can be identified that the personality competency assessment instrument of prospective religious teachers is valid because it has met the acceptance limit of valid criteria, both the *standardized loading factor* score of ≥ 0.30 and the *t value* score of ≥ 1.96 . However, the level of score varies, the highest *standardized loading factor* is 1.00 in points no. 2 and 3 (X1.2 and X1.3), the indicator displays personality based on the usefulness of students when opening and providing learning materials, and in points no. 11 and no. 12 (X4.1 and X4.2) the indicator acts according to legal and social norms. While the lowest *standardized loading factor* score is 0.52 in point no 19 (X.4.9) indicator of acting in accordance with legal and social norms. and the highest *t value* score is 8.82 in points no 2 and 3 (X1.2 and X1.3) indicator mdisplay personality which is based on the usefulness of students when opening and providing learning materials, as well as in point no 11 and no 12 (X4.1 and X4.2) indicators act in accordance with legal and social norms. The lowest *t-value* score is 3.49 on point no 19 (X.4.9) indicator of acting in accordance with legal and social norms. Thus, all items, namely 19 items of statements, are feasible to measure the personality competence of prospective religious teachers

Discussion

Factors Affecting the Results of the Content Validity Test

Based on the findings of the content validity test, why the indicator of opening and delivering learning materials is very high, the validity score is several factors, including meeting the rules for preparing the instrument, namely: a. Avoid sentences that contain many interpretations b. Formulation of short statements/questions c. One statement contains only one complete thought d. Statements are formulated with simple sentences e. Avoid using words always, All, never, and the like f. Avoid statements about facts, or that could be interpreted as facts. (Rusilowati, 2013). The indicators showing openness in thinking and acting on points 6, 7, and 8 the average score of the Aiken Index is 0.87. Likewise, with indicators acting in accordance with legal and social norms in statements no. 11, 12, 13, 16,17, 18, and 19, the average score of the Aiken Index is 0.87. Thus, as a whole, the indicators and items contained in the competency assessment instrument for prospective religious teachers can be continued to test the validity of the construct and the reliability of the construct so that the instrument developed in this study meets all the stages of procedures to produce a standardized assessment instrument.

Factors Affecting the Validity and Reliability of a Measuring Instrument (Instrument)

Although the assessment instrument developed is standardized and reliable, it does not immediately make the instrument can be used anywhere, anytime, to any subject. The instrument needs to be retested every time it will be used. (Yusup, 2018). The important thing that must be considered is about the factors that affect the validity and reliability of a measuring instrument (instrument) are: testing the instrument with appropriate validity and reliability tests, one more factor that is no less important that affects the validity and reliability of the instrument is the subject factor being measured. To overcome this, the researcher must be able to control the subject. (Yusup, Validity and Reliability Test of Quantitative Research Instruments, 2018). Thus, based on the results of research on the results of the validity test of content and construction, in order to produce the accuracy and consistency of the personality competency assessment instrument of prospective religious teachers/PAI, it must continue to be improved from the apex of sentence editing, administration or the process of using the instrument to the user and periodically carry out construct validity and reliability tests, namely at different times with the characteristics of the subject and the object of assessment is the same only time different uses. This shows that the results of the validity test of the score construct can be improved, namely at no. 19 (X.4.19) by correcting the redaction of the sentence, paying attention to the form of assessment and the purpose of the assessment and the test is recognized professionally (following the standards for the standardization of measuring tools both questions/cognitive/academic and non-test (attitude aspect).

Conclusions

The conclusions of this study are:

1. The validity testing process is carried out in stages, namely the content validity test, then after that the construct validity test, the purpose of the validity test is that the validity test of the results shows that the personality competency assessment instrument of the prospective PAI teacher is declared feasible for the next validity test, namely the construction validity test because the Aiken Index score is an average of 0.87 and 1.00, this shows that it has met the limit of valid criteria if using content validity analysis with the Aiken Index, namely ≥ 0.75 .
2. The personality competency assessment instrument for prospective PAI teachers also conducted a construct validity test, the result was that it had 19 valid items because it had met the criteria for accepting valid scores, namely a *standardized loading factor* score of ≥ 0.30 and a *t value* score of ≥ 1.96 .
3. The personality competency assessment instrument of prospective PAI teachers can be used to assess the attitude of prospective PAI teachers when practicing teaching in the classroom during micro-teaching lectures or during educational internships at schools both at the elementary, junior high, high school/vocational school levels and equivalent.
4. The personality competency assessment instrument for prospective PAI teachers can be developed with indicators and statement items according to user needs.

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