Efficacy Teacher in Embedding Discipline Student at Islamic Boarding School

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ABSTRACT

This study aims to determine how much efficacy of Islamic Boarding School teachers in instilling discipline in students is supported by two constructs, namely social support and work engagement. Teacher efficacy is the belief and ability of a teacher in achieving success. One indicator of teacher efficacy is efficacy in discipline. Discipline is an indicator of student success. Therefore, instilling discipline in schools is very necessary to see student learning outcomes. The sample in this study were 32 Islamic Boarding School teachers with Stratified random sampling as a sampling technique. Data collection techniques using a questionnaire with a Likert scale. The data analysis technique in this study used SPSS version 22. The results of this study were for the Social Support (SS) variable to obtain a Chi-Square value of 9.120 with a significance value of 0.000. Work Engagement (WE) obtained a Chi-Square value of 44.970 with a significance value of 0.000. And Teacher Efficacy (TE) obtained a Chi-Square value of 7,179 with a significance value of 0.410.

INTRODUCTION

Discipline is a commendable behavior of an individual in obeying every rule. An individual can gain discipline anywhere, one of which is in the world of education. Education is one of the places to instill discipline in students because education has an important role in shaping the quality of a nation (Utami, 2019). In this regard, Fahmi et al. (2020) define education as a process of growth and development of individuals obtained from interactions with the social and physical environment.

Formation discipline on student is role Teacher because of the teacher as center in system implementation education (Sofyan & Sunarto, 2019). Discipline will affect learning outcomes because by looking at student discipline, the character of the student will also be seen. Discipline is one of the indicators of student success, therefore, instilling discipline in schools is very necessary to see student learning outcomes. The purpose of discipline education according to Syilva Rimm (2003) is intended to see cognitive development and sensory-motor development and to provide encouragement of affection.

In order to instill discipline in students, of course a teacher as an educator must first have a certain level of discipline. discipline self Which tall. Matter the because of a Teacher is a role model for his students (Najmuddin et al., 2019). The success of teachers in instilling discipline in students is closely related to the level of teacher self-efficacy (Rahmadani & Kurniawati, 2021). According to Minghui et, al., (2018) teacher

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efficacy is a teacher's belief and ability to achieve success. One indicator of teacher efficacy is efficacy in discipline.

In reach a success For to plant discipline on student, Teacher must get social support which comes from the environment and coworkers. Without social support , instilling discipline in students will not be successful. Social support is support received by someone in their environment (Wu et al., 2020). In addition to social support , to increase teacher efficacy in instilling student discipline, work engagement is also needed . Work engagement plays a role in seeing the professionalism of teachers in carrying out their roles as educator. Work engagement is loyalty a person who is marked by passion and high dedication there is environment his work and work engagement as moderation between social support and teacher efficacy (Minghui et al., 2018). This means, efficacy Teacher will increase If the existence of social support And work commitments that synergize with each other.

Boarding school is institution education Which where have facility For to form discipline student by implementing a full day school learning mechanism so that students must be able to manage their time as effectively as possible (Faiz et al., 2021). Islamic Boarding School in this study is one of the boarding schools located in East Jakarta. In order to find out the level discipline his students, researcher do A survey related discipline there. The result, it turns out found discipline problem there like enter class No appropriate time, throw away rubbish haphazard, often forgotten in to say greetings when enter class, No use uniform in accordance provision, seldom do task, And No notice Teacher while studying. The disciplinary problems that occurred began since the implementation of online learning which can be seen in Figure 1.
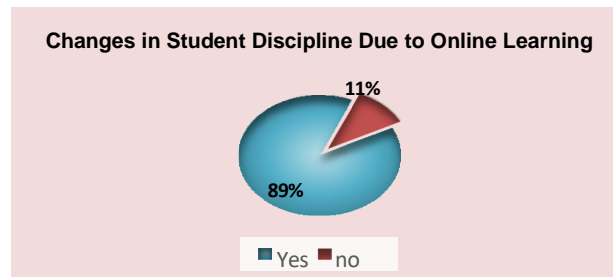

Figure 1 Research Survey Beginning

METHOD

Since existence pandemic Which make student must Study by online make Teacher own difficulty related educational planting character For to form discipline student. Matter it happened because of the teacher No know for sure student conditions. Some parents are also less involved in cooperation because of work that cannot be left so that students only Study in accordance his wish just. Based on Picture 2. Seen a number of problem discipline Which happen in Islamic Boarding School . However, arriving late has the highest score of 70.4%. To be able to solve the disciplinary problems that occur, a high level of teacher efficacy is needed. Factors that influence teacher efficacy are social support, work engagement, professionalism, teaching experience and organizational commitment. The amount factor which influences teacher efficacy, the researcher limits and selects two factors that will be used for the continuation of the research. that is social support And work engagement Because in line with study Which done by Minghui et et al., (2018), Chung & Chen,

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(2018), And (Edinger & Edinger, 2018). Based on various problem Which has mentioned, so researchers are interested For discuss more carry on related efficacy Teacher in to plant discipline student in Islamic Boarding School.

METHOD

Method Which used is quantitative with use approach interrelation. Study This mean to see factors that influence teacher efficacy, namely social support and work engagement in improving student discipline at Islamic Boarding School. The data collection technique uses an online questionnaire with Google Form to make it easier for researchers. The scale used in this research questionnaire is the Likert Scale which consists of five alternative answers ranging from strongly disagree to strongly agree. Study This done in Islamic Boarding School. Sample research that conducted by 32 teachers consists of 4 kindergarten teachers, 13 elementary school teachers, and 15 junior high and high school teachers. Of that number, 17 are female teachers and 15 are male teachers. Stratified random sampling become technique collection sample Which used in study This. Stratified Random sampling is a sampling technique that takes into account a level in the population (Himawanto, 2017).

In study This, researcher use Structural Engineering Equation Model (SEM) and SPSS software version 22. SEM is a multivariate statistical technique that is a combination of factor analysis and regression analysis (Putong, 2015). The variables used in this study are Social Support , Work Engagement and Teacher Efficacy which can be seen through a research framework model below:
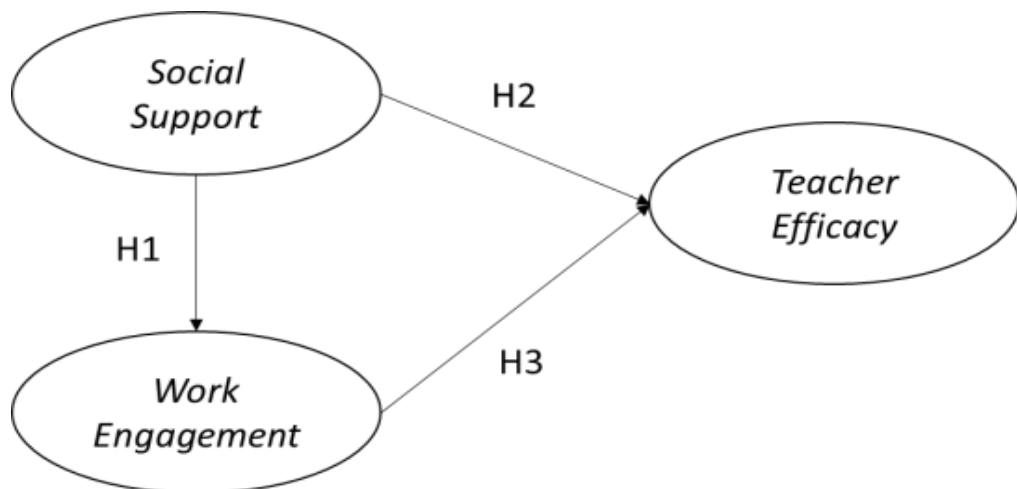

Figure 2 Model Research Framework

1. Social Support (SS)

To measure the social support variable, the researcher developed the research conducted by Zimet et al., (1988) in which the research developed 12 items related to social support, but it was modified into 9 items, including: At the Islamic boarding school I have someone with whom I can share joy and sorrow, My family always gives me emotional support, Fellow teachers always help me in difficulties, Fellow teachers are always reliable when I have problems. problem, I can talk about my problem with family I, I own colleague Teacher Which with him I can share Like And sorrow, There is someone who is always willing to listen to my complaints, My family is willing to help me make decisions, and I can talk about my problems with fellow teachers.

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2. Work Engagement (WE)

For measure variable Work Engagement, researcher develop research Which done by (Schaufeli et al., 2002). Researcher has develop become 10 items, including: I always leave appropriate time to school, I always spirit in Work, I undergo work in a way professional although I currently own problem, I always feel happy in undergo my job, Share I, my job challenging, My job inspire me, I proud with work Which I do, I find work the one I do full meaning And objective, When I Work, I forget everything else around me and I get carried away when I'm working.

3. Teacher Efficacy (TE)

To measure the Teacher Efficacy variable, researchers developed research conducted by (Tschannen-Moran & Hoy, 2001). Researcher has develop become 8 items, including: I feel fail when There is student Which naughty in class, I can handle almost all learning problems in class well, I am able to make students focus during learning, I am able to make students active during learning, I am able to break up when there are students who are fighting, I can handle students who having problems with well, i always create a learning atmosphere to be fun, I am able to make students disciplined in class.

Criteria measurement Which used referring to on indexes test conformity in SEM like Chi-Square, Probability, CMIIN/DF, RMSEA, TLI, and CFI are listed in the following table:

Table 1 Index Compliance SEM

Goodness of Fit Indices Cut Off Value	Goodness of Fit Indices Cut Off Value
Chi- Square	It is expected Small
Probability (P)	≥ 0.05
CMIN/DF	≤ 2.00
TLI	≥ 0.95
CFI	≥ 0.95
GFI	≥ 0.90
AGFI	≥ 0.90
RMSEA	≤ 0.08

Source: (Waluyo, 2016)

RESULTS AND DISCUSSION

Results

Table 2 Description Statistics Social Support

	N	Range	Minimum m	Maximum m	Sum	Mean	Std. Deviation	Variance
SS1	32	4	1	5	113	3.53	1,367	1,870
SS2	32	3	2	5	136	4.25	.916	.839
SS3	32	4	1	5	128	4.00	1.107	1.226
SS4	32	3	2	5	126	3.94	1.134	1.286
SS5	32	3	2	5	123	3.84	.954	.910
SS6	32	4	1	5	120	3.75	1,320	1,742
SS7	32	3	2	5	118	3.69	.931	.867
SS8	32	4	1	5	114	3.56	1.243	1,544
SS9	32	4	1	5	114	3.56	1.294	1,673
Valid N (listwise)	32							

Social support If seen from table in on can known that own mark lowest that is 13 And mark highest 45. Item social support There is table in on Which own answer lowest very No agree that is Items indicator 1,3,6, 8 And 9.

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Table 3 Scale Social Support

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
			Item-Total Statistics		
SS1	30.59	46,959	.323	.445	.897
SS2	29.88	44,306	.799	.785	.856
SS3	30.13	44,242	.640	.855	.866
SS4	30.19	42,480	.752	.813	.856
SS5	30.28	43,370	.844	.847	.852
SS6	30.38	43,532	.552	.683	.875
SS7	30.44	47.157	.537	.742	.874
SS8	30.56	42.254	.686	.917	.861
SS9	30.56	41.867	.678	.896	.862

Table 4 KMO and Bartlett's Test Social Support

KMO and Bartlett's Test		
Kaiser Meyer Olkin Measure of Sampling Adequacy.		.788
Bartlett's Test of Sphericity	Approx. Chi- Square	253,043
	df	36
	Sig.	.000

Table 5 Chi-Square Social Support

Goodness of fit Test		
Chi- Square	df	Sig.
9.120	12	.693

Measurement of Social Support (SS) in Table 3 shows that all items have passed the factor loading limit of 0.40, with the following details: At the Islamic Boarding School I have someone with whom I can share joys and sorrows (0.897), My family always gives me emotional support (0.856), Fellow teachers always help me when I have difficulties (0.866), Fellow teachers can always be relied on when I have problems (0.856), I can talk about problem I with family I (0.852), I own colleague Teacher Which with him I can share joys and sorrows (0.875), There is someone who is always willing to listen to my complaints (0.874), Family I willing help I make decision (0.861), And I can speak about problem I with fellow teachers (0.862). CFA testing with SPSS, obtained data according to tables 4 and 5 that the variable obtained a Chi-Square value of 9,120 with a significance value of 0.00.

Table 6 Description Statistics Work Engagement

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
					Description Statistics			
WE1	32	4	1	5	78	2.44	.982	.964
WE2	32	3	2	5	121	3.78	.975	.951
WE3	32	4	1	5	132	4.12	1.185	1.403
WE4	32	4	1	5	109	3.41	.946	.894
WE5	32	4	1	5	120	3.75	.984	.968
WE6	32	4	1	5	129	4.03	1,092	1.193
WE7	32	4	1	5	83	2.59	1.132	1.281
WE8	32	3	2	5	122	3.81	.896	.802
WE9	32	3	2	5	118	3.69	.931	.867
WE10	32	3	2	5	131	4.09	.818	.668
Valid N (listwise)	32							

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Work Engagement If seen from table in on can known that own mark lowest that is 14 And mark highest 50. The Work Engagement items in the table above that have the lowest answers of strongly disagree are indicator items 1, 3, 4, 5, 6, and 7.

Table 7 Scale Work Engagement

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
WE1	33.28	35,693	.424	.862	.840
WE2	31.94	32,835	.702	.944	.815
WE3	31.59	35,797	.312	.571	.855
WE4	32.31	34,415	.570	.676	.828
WE5	31.97	32,934	.684	.711	.817
WE6	31.69	33,899	.514	.688	.833
WE7	33.13	35,468	.362	.848	.849
WE8	31.91	33,249	.733	.947	.814
WE9	32.03	33,257	.699	.754	.816
WE10	31.63	35,468	.564	.615	.829

Table 8 KMO and Bartlett's Test Work Engagement

KMO and Bartlett's Test		
Kaiser Meyer Olkin Measure of Sampling Adequacy.		.552
Bartlett's Test of Sphericity	Approx. Chi- Square	222,913
	df	45
	Sig.	.000

Table 9 Chi-Square Work Engagement

Goodness of fit Test		
Chi- Square	df	Sig.
44,970	18	.000

Measurement of Work Engagement (WE) in Table 7 shows that all items have passed the factor loading limit , namely 0.40, with the following details: I always go to school on time (0.840), I am always enthusiastic about working (0.815), I undergo work in a way professional although I currently own problem (0.855) , I always feel like in undergoing work I (0.828), For I, work I challenge (0.817), Work I inspiring I (0.833), I am proud of the work I do (0.849), I find the work I do meaningful and purposeful (0.814), When I Work, I forget all matter other around I (0.816) And I carried away atmosphere when I working (0.829). Testing CFA with SPSS, obtained appropriate data Tables 8 and 9 show that the variable obtained a Chi-Square value of 44,970 with a significance value of 0.00.

Table 10 Description Statistics Teacher Efficacy

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
TE1	32	2	3	5	139	4.34	.653	.426
TE2	32	2	3	5	131	4.09	.641	.410
TE3	32	3	2	5	125	3.91	.856	.733
TE4	32	3	2	5	115	3.59	1,073	1.152
TE5	32	4	1	5	113	3.53	1.244	1,547
TE6	32	4	1	5	108	3.38	1,338	1,790
TE7	32	4	1	5	115	3.59	1.411	1,991
TE8	32	4	1	5	110	3.44	1.268	1,609
Valid N (listwise)	32							

Teacher Efficacy If seen from table in on can known that own mark lowest that is 14 And mark highest 40. Item Teacher Efficacy There is table in on Which own answer lowest very No agree that is Items indicator 5, 6, 7 And 8.

Table 11 Scale Teacher Efficacy

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE1	25.53	24,322	.232	.528	.724
TE2	25.78	23,854	.316	.537	.714
TE3	25.97	23,515	.240	.302	.724
TE4	26.28	20,338	.491	.439	.679
TE5	26.34	23,394	.108	.232	.762
TE6	26.50	17,355	.637	.663	.638
TE7	26.28	16,596	.666	.738	.628
TE8	26.44	17,738	.645	.642	.637

Table 12 KMO and Bartlett's Test Teacher Efficacy

KMO and Bartlett's Test		
Kaiser Meyer Olkin Measure of Sampling Adequacy.		.615
Bartlett's Test of Sphericity	Approx. Chi- Square	93,585
	df	28
	Sig.	.000

Table 13 Chi-Square Teacher Efficacy

Goodness of fit Test		
Chi- Square	df	Sig.
7.179	7	.410

Measurement about Teacher Efficacy (TE) on Table 11 seen on all over Items has pass limit factor loading which is 0.40, with details: I feel like a failure when there are naughty students in class (0.724), I can handle almost all learning problems in class well (0.714), I am able to make students focus during learning (0.724), I am able to make students active during learning (0.679), I am able to break up when there are students fighting (0.762), I can handle problematic students well (0.638), I always make the learning atmosphere fun (0.628), I am able to make students disciplined in class (0.637). CFA testing with SPSS, obtained data according to tables 12 and 13 that the variable obtained a Chi-Square value of 7,179 with a significance value of 0.41.

Discussion

Item highest on variable social support namely "In Islamic Boarding School I own somebody Which with him I Can share the love or sorrow" with factor loading as big as 0.897. It means, Teacher in Islamic Boarding School own social support Which originate besides from co-workers and family. The highest item in the Work Engagement variable is "I am proud of the work I do" with a factor loading value of 0.849. This means that teaching is a fun job to do for all Teacher with say other, all

over Teacher feel No burdened with task Which carried out at the time This. Item highest on variable Teacher Efficacy (TE) that is "I capable to break up when There is student Which quarrel" with factor loading as big as 0.762. That is, Part or all over Teacher has capable carry out his job with well in accordance with the teacher's function, namely to educate.

CONCLUSION

Teachers have an important role in shaping students' characters. However, to realize this, a teacher must have high self-confidence to manage his students both inside and outside the classroom. This study discusses efficacy Teacher in Islamic Boarding School with supported by social support and work engagement as supporting variables. Based on the data obtained, teachers at Islamic Boarding Schools have good self-efficacy, as evidenced by the high number of survey items. given. Thus, self-efficacy owned can form trust for teachers to provide good teaching in the classroom.

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