The Pattern of Development of Competence, Commitment, and Motivation of Teachers in Pesantren

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Abstract:

This study aims to analyze the development of competence, commitment, and motivation of teachers in the Mu'adah Islamic boarding school. This study used a qualitative method with a multi-case type and was conducted at the Al-Amin Sumenep and Sidogiri Islamic boarding schools, Pasuruan. Data collection techniques used the instruments of the interview, observation, and documentation. Several activities in analyzing data include; data condensation, data presentation, and conclusion drawing. The results of this study found that the development of teacher competence at the Mu' Islamic boarding school is to apply a pattern based on spirituality and professionalism through integrated, holistic, and continuous coaching and training strategies, as well as to cultivate self-taught learning. The development of teacher commitment is based on the principle of devotion because Kyai, coaches, teachers, and students live together and are supported by a religiously nuanced Islamic boarding school environment. The development of teacher motivation is based on the values of sincerity and blessing combined with modern professional management.

Keywords: *Supportive Leadership, Organizational Support, Job Satisfaction*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengembangan kompetensi, komitmen, dan motivasi guru di pesantren Mu'adalah. Penelitian ini menggunakan metode kualitatif dengan tipe multi kasus, dan dilakukan di pesantren Al-Amin Sumenep dan Sidogiri Pasuruan. Teknik pengumpulan data menggunakan instrumen wawancara, observasi, dan dokumentasi. Beberapa kegiatan dalam menganalisis data antara lain; kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menemukan bahwa pengembangan kompetensi guru di pesantren Mu'adalah menerapkan pola yang berbasis spiritualitas dan profesionalisme melalui strategi

pembinaan dan pelatihan yang terpadu, holistik, dan berkesinambungan, sekaligus membudayakan pembelajaran otodidak. Pengembangan komitmen guru didasarkan pada prinsip pengabdian karena Kyai, pembina, guru, dan santri tinggal bersama serta didukung dengan adanya lingkungan pesantren yang bernuansa religius. Pengembangan motivasi guru dilandasi oleh nilai-nilai keikhlasan dan barokah yang dipadukan dengan manajemen profesional modern.

Kata Kunci: *Pengembangan, Kompetensi, Komitmen, Motivasi, Guru, Pesantren Mu'adalah*

INTRODUCTION

A teacher plays an essential role in education (Murphy et al., 2021). The teacher also determines learning success, motivating students to spur their learning activities. The teacher is a figure who becomes a role model or *uswah hasanah* who can direct and change the behavior and character of students in a better direction. Even more so, the teacher is responsible for giving birth to the nation's next generation, who has the knowledge, morality, and spiritual depth (Baharun, 2017). Strengthening character education in educational institutions is essential and continuously carried out (Sudarsana et al., 2020). Therefore, teacher competence is needed to manage students well (Badruddin et al., 2021).

Teacher professionalism is paramount, but there are still many cases in a society where not all teachers have exemplary professionalism (Fauzi, 2018). According to an organization leader, the development of teacher performance is a routine problem; therefore, every organization needs to have a strategy for solving it by paying attention to the factors that influence it. According to Mathis and Jackson, three main factors that influence performance are; 1) individual ability to do the job, 2) level of effort expended, and 3) organizational support (Mathis and Jackson, 2006). Mitchell's research finds out how motivation affects performance. Employees are more likely to be motivated if their work performance is recognized and rewarded appropriately. Mitchell formulated performance = Ability x Motivation (TR. Mitchell, 1997). Furthermore, Mangkunegara developed the formula; 1) Human performance = Ability x Motivation; 2) Motivation= Attitude x Situation; (3) Ability = Knowledge x Skill (Mangkunegara, 2012), which refers to that a person's performance can be seen from the ability and motivation to work where the abilities possessed by a person can improve their performance supported by the motivation that drives them to work.

The teacher's professional development includes aspects of competence, commitment, and motivation. Competence is the ability to see the organization as a whole, including recognizing how various organizational functions depend on one another and how changes in one area affect another (Rachmawati & Suyatno, 2021). Teacher competence is primarily responsible for changing student orientation from ignorance to knowledge, dependence to independence, and unskilled to skilled (Islam et al., 2018).

Teacher competence and teacher attitudes are critical because, in the end, the teacher is responsible for educating students with various characteristics in

the classroom and can apply educational principles (Rajendran et al., 2020). Several factors influence the development of teacher competence. Factors supporting teacher competence development include teachers' willingness and enthusiasm, support from leaders, and adequate facilities and infrastructure. While the inhibiting factors include limited budget funds with many school needs, activities to increase teacher competence are limited (Kriswanto & Hasanah, 2021).

Competence needs commitment; as Allen and Meyer said, commitment is the emotional attachment, identification, and involvement of individuals with the organization and the desire to remain a member. Commitment is related to employee turnover and the level of employee willingness to sacrifice for the organization (Allen & Meyer, 1990). The components of this commitment include; 1) affective commitment, which is related to the desire to be bound to the organization. The teacher chooses to stay in an organization because of his own will. The keyword of this affective commitment is "want to." 2) continuance commitment, namely commitment based on rational needs. This continuance commitment is formed based on profit and loss, considering what must be sacrificed if he or she stays with the organization. The keyword of this commitment is the need to survive or "need to." 3) normative commitment, namely commitment based on norms that contain beliefs in the form of obligations or responsibilities to the organization. The keyword of this normative commitment is the obligation to stay in the organization or "ought to" (Luthans, 2005).

The synergy between competence and commitment will create work motivation. Motivation is understood as a person's encouragement to do something to achieve specific goals (Engin, 2020). Good motivation will not be born from coercion (Kuswanto & Anderson, 2021). The role of the teacher as an essential element in educational institutions is often found to have problems related to a lack of motivation in carrying out tasks, which results in less success in carrying out tasks and not achieving the expected goals (Syakroni et al., 2019). *Motivation* is a force that exists within a person. Motivation can positively and negatively affect every job (Alkan & Arslan, 2019). It also influences the surrounding environment. Teacher motivation is essential in improving teacher performance to achieve educational goals (Gultom & Situmorang, 2020).

A high-performing teacher must have a positive attitude towards the work at hand. Therefore, a leader must be able to grow the work motivation of teachers who are at the forefront of determining well or not (Dian et al., 2022). Jong et al. stated a significant relationship between motivation and teacher performance (Jong et al., 2022). The results of Hasibuan's research also found t a significant influence between teacher motivations and teacher performance. Teacher motivation significantly improves teacher performance (Hasibuan et al., 2022).

It is undeniable that the wider community has recognized the quality of graduates of Mu'adalah Pesantren. Therefore, 20 of 2003 law on the National Education System, the government ratified Law Number 18 of 2019 concerning Pesantren and Regulation of the Minister of Religion Number 31 of 2020

concerning Pesantren Education, including regulating the implementation of education in Pesantren. The quality of graduates of Mu'adalah pesantren is that they can be helpful to the community in various aspects of life, for example, as scholars or dai, lecturers, teachers, writers, regional heads, and other professions (Fauzi, 2019).

Teacher development at Pesantren Al-Amien Sumenep and Sidogiri Pasuruan is unique compared to pesantren in general, which is carried out in an integrative, holistic, and continuous manner to develop competence, commitment, and motivation. If the potential and uniqueness of each Mu'adalah pesantren are appropriately managed, it can produce quality outputs and outcomes. Teacher development begins with a good recruitment and selection pattern, namely being objective, transparent, and accountable to get competent teachers. Then proceed with coaching, performance appraisal, and compensation (Rebore, 2004). This coaching is a forum or system for teacher development through development and empowerment programs policies to improve competence, commitment, and motivation.

Several previous studies with the same theme, including those conducted by Hashmi (2014), entitled "Human Resource Management Strategies and Teacher's Efficiency within Schools: A Co-relational Study," Tanang et al. (2014) entitled "Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia," Brito et al. (2016), entitled "The Relationship Between Human Resource Management and Organizational Performance," Sarker (2017) entitled "Human Resource Management Practices and Employee Performance in Banking Sector of Bangladesh," and Hafidulloh et al. (2017), entitled "Effect of Transformational Leadership, Incentive Giving, Professional Development of Work Discipline and Teacher Performance SMK Ma'arif Surabaya Indonesia."

However, those studies have weaknesses, including; 1)not focusing on teacher development at the pesantren Muadalah yet; 2) have not found a synthesis between the Western industrial version of the formal theory of human resources development (profit), the standard school version of human resources development, and the pesantren version of the human resources development (non-profit); and 3) most research on human resource development still considers that materialistic motivation or extrinsic factors (incentives, rewards, bonuses) significantly affect the improvement of competence and performance of educators or employees. Whereas often, the behavior of educators in Islamic boarding schools is more influenced by irrational, non-materialistic, and intangible elements.

Therefore, the purpose of this study was to analyze the development of teacher competencies, teacher commitment, and teacher motivation at the pesantren Mu'adalah in Al-Amien Sumenep and Sidogiri Pasuruan. This article examines the development of teachers at the Mu'dalah pesantren, significantly improving, maintaining, and enhancing the competence, commitment, and motivation of professional teachers as required by the organization. Thus, the teacher is the central point of improving the quality of education that relies on the quality of learning correctly. The position of teachers in pesantren is very

urgent because whether or not the learning process is running depends on the teacher.

RESEARCH METHODS

This study uses a qualitative method. This research includes field research in a natural setting. Meanwhile, this type of research uses multiple case studies through two stages: 1) individual case data analysis; and 2) cross-case data analysis (Yin, 2002). The research was carried out for ten months, from July 2019 to May 2020, at the Pesantren Al-Amien Sumenep and the Pesantren Sidogiri Pasuruan because the two locations are unique in teacher development. The technique of determining the informant uses a purposive technique. Purposive is a technique of taking informants with specific considerations (Sugiyono, 2008). These considerations are informants who understand and are directly involved in the teacher development process, namely: pesantren leaders, administrators, *waqf* teachers (internal teachers), non-permanent teachers (outside teachers), service teachers (duty teachers), and alums. More detail can be seen in the following table;

Table 1: Research Informan

Classificasion/Position	Pesantren Al-Amien	Pesantren Sidogiri
Pesantren Board	KH. Ahmad Fauzi Tidjani KH. Zainullah Rois	KH. A. Sa'doellah Nawawie A. Saifullah Naji
Permanent Teacher	Ahmad Tijani Sadili Ainur Rahman Saiful Anam Zainal Abidin Muh. Hamzah Fattah Syamsuddin Baihaqi	Muh. Syamsul Huda Abdul Qodir Ghufron Baihaqi Juri Masykuri Abdurrahman Abdullah Dairobi Fadoil Asrori
Non-Permanent Teacher	Ma'rifatul Husna Jufri Hermanto	SalwiAbdurrahman Sofyan
Devotion/Apprentice Teacher	Mudiuddin Abdul Hakim	Muh. Bilaluddin Jamil
Alumni	Arbain Nurdin Khairul Umam	Muh. Yahya Ahmad Fauzi

Researchers used interviews, observation, and documentation techniques to collect the data. This interview refers to the interview guideline. Observations were made by the chairperson and research members on activities related to the research focus. Meanwhile, qualitative data analysis simultaneously uses three activity flows: data condensation, data display, and conclusion drawing or verifications (Miles et al., 2014).

RESULTS AND DISCUSSION
Teacher Competency Development at Pesantren Mu'adalah

The development of teacher competence at Pesantren Al-Amien is based on the philosophy of the Trifunctional Teacher, which includes: teachers as educators, teachers as managers, and teachers as *thalabul ilmi*. The development

of the teacher has started since becoming a student (as a prospective teacher). The pattern of teacher competency development at Pesantren Al-Amien consists of two types of coaching, namely informal and formal. This informal coaching is carried out at the instructional level, and all teachers are required to informally consult the 'Master Teacher' at least once a week. Meanwhile, formal coaching is carried out at the institutional level, in routine coaching (Educational Teacher Group) conducted by the director or *mudir* to all teachers once a week. In addition, there is another regular coaching such as the Complete Teacher Meeting (RGL), which is held every two months with Mudzir Ma'had to discuss overall performance, as well as annual coaching conducted with the leaders and representatives of each Marhalah to evaluate the performance for one year that has already held. Through, and discuss the performance of the following year.

Meanwhile, at the pesantren Sidogiri, teacher competence development is under the authority of the caregivers and family assemblies which delegate to the *Badan Tarbiyah wa Taklimiyah Madrasah* (BATARTAMA) unit, especially in the field of Teacher Training. The pattern of teacher competency development at the Sidogiri pesantren is very flexible and distinctive, and it does not have a license like developments in other educational institutions. However, pesantren Sidogiri does not prioritize aspects of academic qualifications but rather the competence or expertise of each teacher according to his field.

At the madrasah level, the implementation of teacher competency development uses fan consistency (subjects) and cognate teacher *halaqah*. The fan's character in question is that each teacher has the opportunity to teach the same course every year to better master what material and how to teach it. Meanwhile, *halaqah guru* or teacher fan deliberations are routine meetings between cognate teachers. This standard aims to equalize perceptions between teachers, compensate for understanding, equate learning methods, and develop the learning process. Once a month, on Pon Fridays, Kyai, family assemblies, board members, madrasa leaders, and teachers attend a teacher competency development activity.

These findings align with the theory proposed by Glickman that there are four teachers prototypes: 1) teachers who have a low level of abstraction and commitment. He includes less qualified teachers (drop out); 2) teachers with a high level of commitment but a low level of abstraction; 3) teachers with a low level of commitment but a high level of abstract thinking; (4) teachers with a high level of abstraction and a high level of responsibility and commitment. The pesantren took a breakthrough in providing scholarships for teachers to improve their qualifications and competencies. However, with such resources, the pesantren still exists with the development of its education, and the community still recognizes it (Wiwaha, 2012). The teacher competence development of pesantren Al-Amien aims to maximize the Suggestion Box facility (named the White Box). This White Box is a facility in the form of a suggestion box containing the students' criticisms of the teacher related to their performance, discipline, and competence. So teacher competence can be

improved through integrated coaching among all stakeholders because it takes place a whole day.

Rebore's theory (2004) states that teacher development is a framework to help teachers develop their personal and organizational competencies. Development programs focus on learning and knowledge to improve the quality of their fields, outline and community needs, present innovations in learning methods and practices, and provide information about recommended learning materials and media. Armstrong (2006) argues that HR management is a strategic and coherent approach to managing the most valuable organization (people working) individually and collectively to achieve goals.

Teacher competence development at this pesantren involves the Islamic Values-Based Learning Organizational model. A learning organization is a learning process in which people continually develop their capacities to achieve desired outcomes. They nurture new patterns of thinking, collective aspirations are set free, and people learn together. As Senge's (2004) framework states, to become a learning organization, the indicators of The Fifth Discipline can be applied, namely: systems thinking, personal mastery, shared vision, mental models, and group learning.
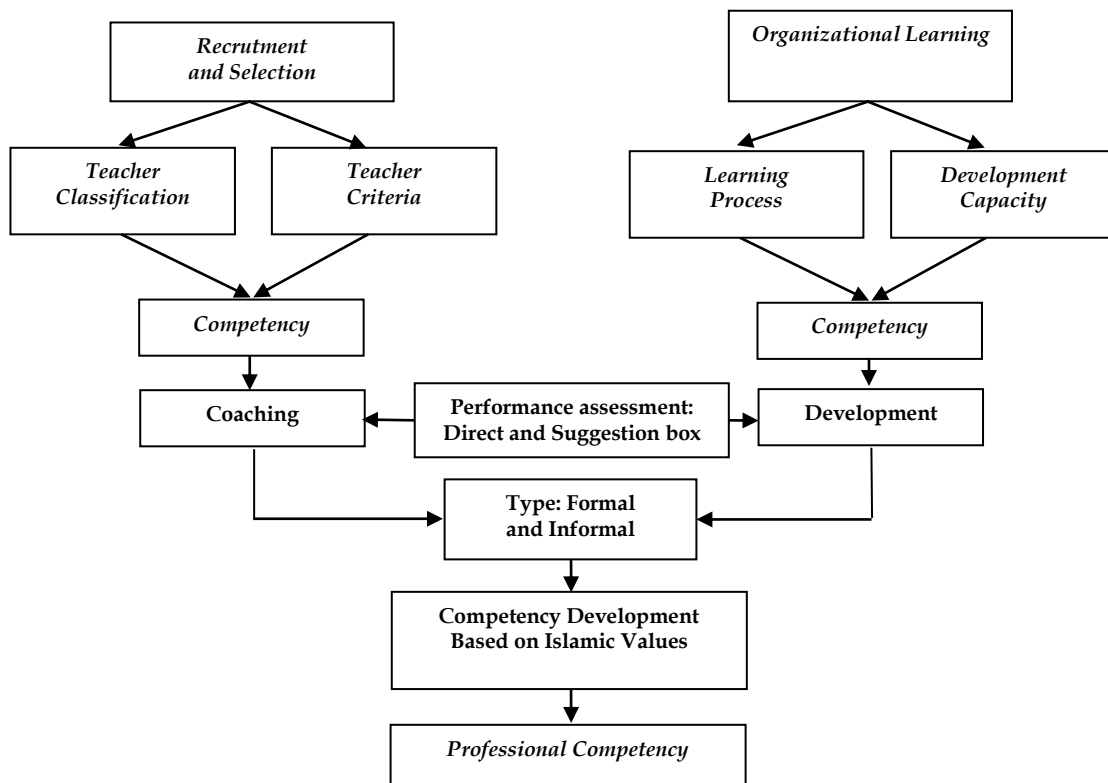
Figure 1: Islamic Values on Competency Development

The keyword in teacher development at the Mu'adalah pesantren is integrating all development programs in a systemic, procedural, and complementary unit. The competency development program includes; 1) consultation with the 'Master Teacher'; 2) Cultivate self-taught learning; 3) Providing scholarships; 4) Development of Teacher Groups for Education; 5) Subject Teacher Halaqoh; 6) Complete Teacher Meeting Development; 7)

Provide Suggestion Box; 8) 'inward' and 'outward' teacher training, and 9) Comparative Study. The demand for a system integration model in teacher development programs aims to enable institutions to carry out an accountable teacher development system.

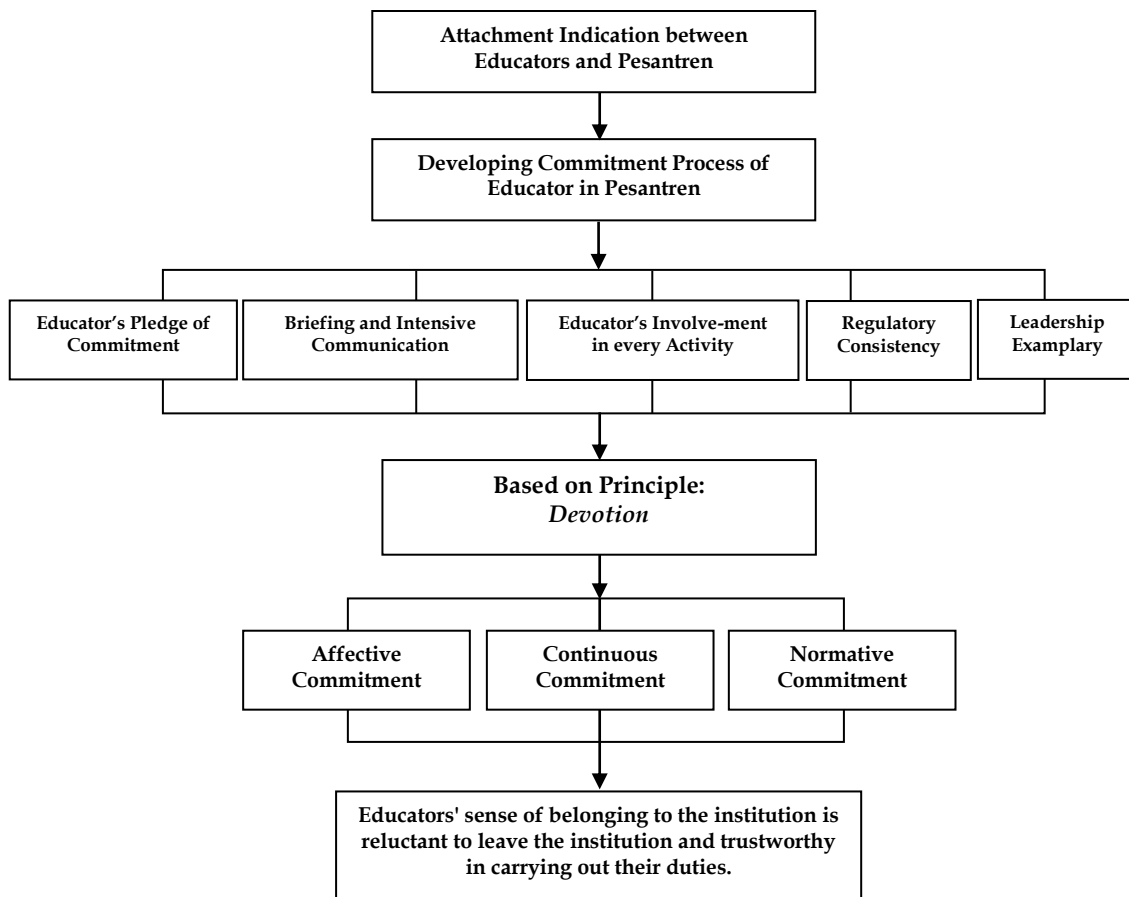**Teacher Commitment Development at Pesantren Mu'adalah**

The development of teacher commitment at pesantren Al-Amien and Sidogiri is based on the values of devotion and exemplary. Both pesantren implement the values holistically because the Kyai, coaches, teachers, and students stay and live together in the same environment. Ways that have been done by Kyai can be grouped, among others: first, by giving the teacher a written *iqrar* related to the willingness to carry out tasks, second, provide opportunities for teachers to excel by facilitating them to continue their studies or higher education to the S1, S2, and S3 levels so that they can work professionally, third, giving attention and acknowledgment, in the form of pleasant words or actions, both related to work matters or just talking about anything that might be an actual problem or asking about the health of family members, creating a close family atmosphere, and so on; forth, provide reinforcement for teachers to love their work and provide insight so that awareness grows for teachers of the value of the benefits of the work so that it brings many benefits to themselves, the community, and the nation which will ultimately increase work motivation, for example: internalizing the principle of devotion, exemplary , and completeness, and fifith, the involvement of teachers in every management position, and giving complete responsibility to the teacher to carry out their duties. Furthermore, do not interfere too much unless the teacher needs instructions or suggestions. Giving such authority will increase the involvement of teachers in every pesantren activity so that it will increase their sense of responsibility; (6) provide convenience to teachers who have carried out their duties well, for example, promoting outstanding teachers.

Related to Organizational Commitment Theory developed by Meyer and Allen, which identifies three components of organizational commitment, namely Affective Commitment, Continuance Commitment, and Normative Commitment *(Allen & Meyer, 1990)*, can be explained as follows. First, Affective Commitment. The form of commitment at Pesantren Al-Amien and Pesantren Sidogiri is not determined only by written agreements or regulations. However, because of each teacher's soul calling, they will feel proud and satisfied if they have devoted themselves to the pesantren. Second, Continuance Commitment is a teacher's strong desire to stay in an institution where he works and is reluctant to move to another place of work because of consideration of needs. Third, Normative Commitment is the strong desire of the teacher to carry out the task seriously because it is his responsibility to give attention and care to the students in guiding them to be disciplined at work.

According to the three commitment components offered by Allen and Meyer, the dominant form of teacher commitment at pesantren Al-Amien and Sidogiri show that affective commitment exists. The last commitment is continuous, namely the awareness that teachers will experience losses if they leave the organization. Teachers with continuous commitment will continue to

be part of the pesantren because they need to be part of it. However, in this case, the teachers in the two pesantren were reluctant to leave the pesantren not because of materialistic advantages but because of inner satisfaction.

Figure 2: Spiritual Commitment and Devotion Development

Figure 2 shows that teachers at Pesantren Al-Amien and Sidogiri realize that working as a pesantren teacher is part of service. Teachers have a high sense of spirituality in the workplace pesantren. Teachers as individuals are aware of their role as someone who is nurtured and imitated by students trying to create spiritual values when dealing with students and other people. Teachers are also aware of the meaning and purpose of their work as teachers (meaning of work); teachers are aware of how they feel connected to the community (sense of community) and how satisfaction in their inner life is needed.

Teacher Motivation Development at Pesantren Mu'adalah

It is undeniable that the level of motivation of teachers at pesantren Al-Amien and the Sidogiri is different from one another. Teachers' motivation in pesantren carrying out their duties is abstract and complex, so efforts are needed to map these motivations concretely because if viewed from the compensation obtained, it is clear that they are not the primary motivation in carrying out their duties as educators in it. The level of understanding

influences the difference in the level of motivation, personal characteristics; economic, social, and political conditions; and educator status.

The writers classify what motivates teachers at pesantren Al-Amien and Sidogiri in carrying out their work. The majority of teachers have the following motivations; 1) there is a match between personal goals and the vision and mission of the pesantren; 2) there is a desire to devote oneself as a form of gratitude to the pesantren for educating them all this time; 3) there is a belief in the arrival of blessings or happiness if you devote yourself to a boarding school; 4) there is a sense of guilt *(kuwalat)* if you do not return to dedicate yourself to the pesantren. This motivation is especially true for teachers who have been awarded scholarships through the recommendation of pesantren; (5) there is an assumption that by teaching, one can maintain the knowledge he has learned and put it into practice.

The findings in both pesantren are that although the salary *(bisyarah)* received is minimal; the Kyai has guaranteed daily food needs and free medical treatment for each teacher. Guarantees at the Al-Amien Islamic Boarding School include: (1) pesantren provide plots of land around the pesantren for those who do not yet own a house, even their families also live in the housing complex; (2) given the task of managing the food needs of students to obtain additional income; (3) every year they are facilitated to go for Hajj or Umrah alternately, judging by their seniority and achievements; and (4) help pay for the education costs of teachers' children who find it difficult. Likewise, teachers at pesantren Sidogiri are involved in various business units managed by the pesantren. So that the teachers remain *istiqomah* in carrying out their duties, the leadership of the pesantren always strengthens them by inculcating the philosophy of Pancajiwa Pesantren, which is firmly held, including the meaning of sincerity.

The writers related to Frederick Herzberg's Two-Factor Motivation Theory, which asserts that when employee compensation is increased, they will be more satisfied; if they are more satisfied, their performance will also be better (Andjarwat, 2015). However, writers found that the phenomenon of teacher motivation in pesantren Al-Amien and Sidogiri was somewhat different from that theory materially; the compensation was very minimal, but the teachers there were still satisfied when they could provide reciprocity in the form of dedication, and their reason was that they had been in the past.

Based on these findings and discussions, the motivation always instilled and cultivated continuously for all teachers, administrators, and students is an element of the transcendental spirit, namely sincerity, and barakah, combined with professional management. However, it is ironic that teachers today also often own this material-oriented philosophy. The amount of money is small, even though this philosophy has psychologically caused the behavior pattern of teachers who should act as educators and role models at this time, reminding them to forget about their dependents. Talcott Parson stated that professionalism could be built on four legs or pillars. The first two legs are intelligence which describes the professional as a rational person with

professional or scientific authority. The other two legs in his heart are selflessness (sincerity) and integrity (Hamilton, 1990).
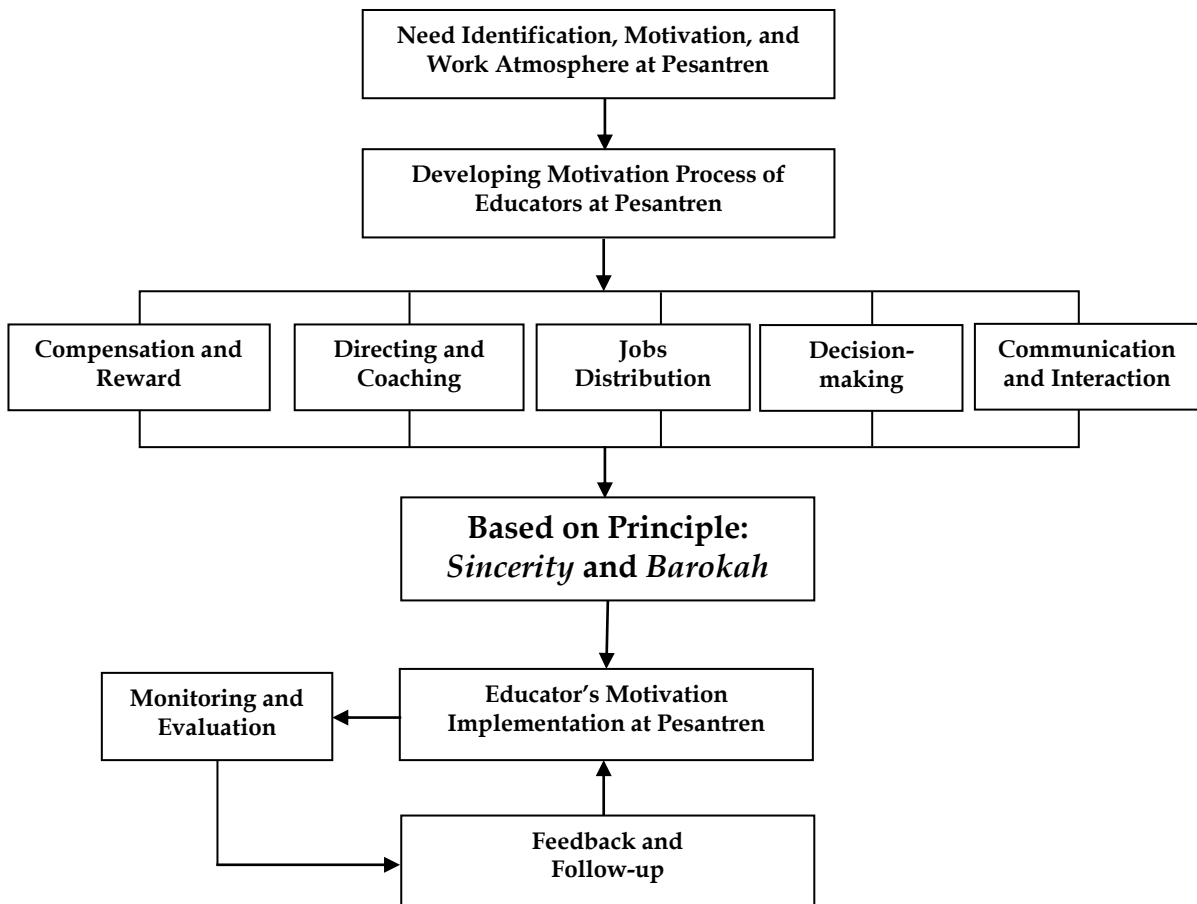
Figure 3: Sincerity and Barakah on Motivation Development

Depending on the findings of this study, it appears that the flow of teacher motivation development at pesantren Al-Amien and Sidogiri begins with identifying the conditions of needs, motivation, and work climate in it. The development of teacher motivation was carried out through several forms of activities, namely: giving compensation and rewards, directing and coaching, job rotation and distribution, decision making, as well as unified communication and interaction. The next stage is carried out by asking educators to implement their developed motivation in the form of absolute performance. During the implementation of motivation, educators are monitored and evaluate their performance gradually and continuously. The monitoring results are material for developing follow-up plans for teacher motivation.

CONCLUSION

Teacher competence development at pesantren Al-Amien and Sidogiri has implemented a pattern based on spirituality and professionalism through integrated, holistic, and sustainable coaching and training strategies. Teacher

commitment development at pesantren Al-Amien and Sidogiri lean on the principle of devotion. Teacher motivation development at pesantren Al-Amien and Sidogiri is based on spiritual values, namely sincerity, and *barakah*, combined with modern professional management. Teachers who devote themselves are also given life-long work guarantees in basic needs and health, so they are willing to work full time in pesantren.

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