PENGARUH IKLIM MADRASAH, EFIKASI DIRI, DAN SPIRITUALITAS GURU TERHADAP MUTU PEMBELAJARAN GURU PENDIDIKAN AGAMA ISLAM MADRASAH ALIYAH NEGERI DI JAWA TIMUR

(Studi *Cross Sectional* dengan *Structural Equation Modeling*)

Disertasi

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Doktor dalam Program Studi Pendidikan Agama Islam

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FAKULTAS TARBIYAH DAN KEGURUAN

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Dengan sungguh-sungguh menyatakan bahwa **DISERTASI** yang berjudul **"Pengaruh Iklim Madrasah, Efikasi Diri, Dan Spiritualitas Guru Terhadap Mutu Pembelajaran Guru Pendidikan Agama Islam Madrasah Aliyah Negeri Di Jawa Timur (*Studi Cross Sectional* Dengan *Structural Equation Modeling)*"** ini secara keseluruhan merupakan hasil penelitian atau karya saya sendiri, kecuali pada bagian-bagian tertentu yang dirujuk sumbernya.

Surabaya, 11 Maret 2025
Saya yang menyatakan

Markus

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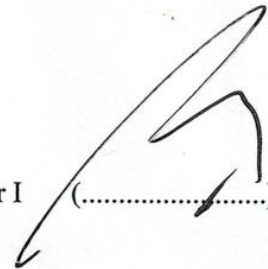**LEMBAR PENGESAHAN PROMOTOR DISERTASI**

Disertasi Berjudul :

Pengaruh Iklim Madrasah Efikasi Diri, dan Spiritualitas Guru Terhadap Mutu Pembelajaran Guru Pendidikan Agama Islam Madrasah Aliyah Negeri di Jawa Timur

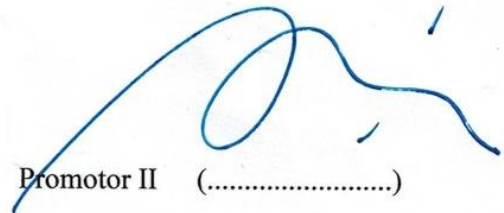(*Studi Cross Sectional* dengan *Structural Equation Medeling*)

1. Prof. Dr. Abdul Muhid, M. Si.   Promotor I   (.........................)

2. Dr. Ali Mustofa, M. Pd.   Promotor II   (.........................)

Surabaya, 9 April 2025
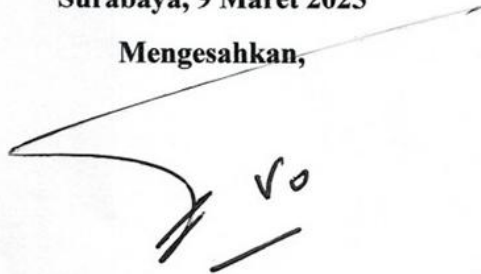
LEMBAR PENGESAHAN PENGUJI DISERTASI

Pengaruh Iklim Madrasah Efikasi Diri, dan Spiritualitas Guru Terhadap Mutu Pembelajaran Guru Pendidikan Agama Islam Madrasah Aliyah Negeri di Jawa Timur

(*Studi Cross Sectional* dengan *Structural Equation Medeling*)

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PENGESAHAN TIM PENGUJI TERBUKA DISERTASI

Disertasi yang berjudul **"Pengaruh Iklim Madrasah, Efikasi Diri, Dan Spiritualitas Guru Terhadap Mutu Pembelajaran Guru Pendidikan Agama Islam Madrasah Aliyah Negeri Di Jawa Timur (*Studi Cross Sectional* Dengan *Structural Equation Modeling*)"** yang ditulis oleh Markus, telah diujikan dalam ujian Terbuka Disertasi pada tanggal 28 April 2025.

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Ketua Penguji   : Prof Dr. H. Muhammad Thohir, M. Pd   (.....................)

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ABSTRACT

Title   : *The Influence of Madrasah Climate, Self-Efficacy, and Teacher Spirituality on the Instructional Quality of Islamic Religious Education Teachers in State Aliyah Madrasahs in East Java (Cross Sectional Study with Structural Equation Modeling)*

Author   : *Markus*

Promotors : *1. Prof. Dr. Abdul Muhid, M. Si.*

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Keywords : *Instructional Quality, Madrasah Climate, Self-Efficacy, Spirituality, Islamic Education*

Studies on the quality of instructional learning in Islamic education in madrasah are still limited, especially those that highlight the role of psycho-social factors such as self-efficacy and teacher spirituality. This study aims to examine the influence of madrasah climate, self-efficacy, and teacher spirituality on instructional quality. In addition, this study also analyzes the mediating role of self-efficacy and spirituality in explaining the relationship between madrasah climate and teacher instruction..

This study used a quantitative approach with a cross-sectional design. The sample consists of 640 teachers of Islamic Religious Education (PAI) subjects at state Madrasah Aliyah (Islamic senior high schools) in East Java, covering subjects such as Quranic Studies, Theology and Ethics, Fiqh, and History of Islamic Civilization. The sampling method used proportional stratified random sampling. Research instruments included madrasah climate scale, self-efficacy scale, teacher spirituality scale, and teacher learning quality scale, while data analysis was conducted using Structural Equation Modeling (SEM).

The results of Structural Equation Modeling (SEM) analysis showed that the tested model had an excellent level of fit (χ^2 = 0.063, p > .05; GFI = 0.911; RMSEA = 0.004; CFI = 0.943; TLI = 0.952; SRMR = 0.004). Path analysis showed that madrasah climate had a direct effect on teacher self-efficacy (β = .38, p < .01) and teacher spirituality (β = .92, p < .001), both of which acted as mediators in the relationship with teacher instructional quality. Teacher self-efficacy had a positive effect on learning quality (β = .30, p < .01), while teacher spirituality showed a stronger effect (β = .90, p < .001). Mediation effects further showed that madrasah climate influenced teacher instructional quality indirectly through self-efficacy (β = .114, p < .05) and spirituality (β = .828, p < .001), with spirituality as the dominant mediator. This finding confirms that madrasah climate plays an important role in improving teachers' efficacy and spirituality, which in turn have a positive impact on the instructional quality. In addition to these empirical contributions, this study also offers theoretical novelty by developing a model of PAI teacher learning quality based on a multidisciplinary approach that integrates instructional, psychological, and spiritual dimensions in the context of madrasah.

Additionally, this study enriches the instructional quality model proposed by Nilsen and Gustafsson by introducing teacher spirituality as a new internal variable influencing instructional quality. The practical implications of this study highlight the necessity for policies and guidelines that support a conducive madrasah climate, which can enhance teacher self-efficacy and spirituality, ultimately improving instructional quality. Moreover, madrasah management should adopt leadership strategies that foster a positive and supportive madrasah climate. Future research is encouraged to further explore the role of madrasah climate, self-efficacy, and teacher spirituality in Islamic education using a longitudinal approach, as well as region-based and socio-cultural background analyses, to better understand the dynamics affecting instructional quality.

ملخص البحث

العنوان	:	تأثير المناخ المدرسي، الكفاءة الذاتية، وروحانية المعلم على جودة تعليم المعلم في تربية الدين الإسلامي بمدرسة الثانوية الحكومية في جاوة الشرقية (دراسة مقطعية مع نمذجة المعادلة الهيكلية)
المؤلف	:	ماركوس
المروج	:	الأستاذ الدكتور عبد المحيط
		الدكتور علي مصطفى
الكلمات الرئيسية	:	جودة تعليم المعلم، المناخ المدرسي، الكفاءة الذاتية، الروحانية، تربية الدين الإسلامي

لا تزال الدراسات المتعلقة بجودة تعلم المعلم في التربية الإسلامية في المدارس الدينية محدودة، خاصة تلك التي تسلط الضوء على دور العوامل النفسية والاجتماعية مثل الكفاءة الذاتية وروحانية المعلم. تهدف هذه الدراسة إلى دراسة تأثير مناخ المدرسة والكفاءة الذاتية وروحانية المعلم على جودة التعلم. وبالإضافة إلى ذلك، تحلل هذه الدراسة أيضًا الدور الوسيط للكفاءة الذاتية والروحانية في تفسير العلاقة بين مناخ المدرسة وجودة تعلم المعلم.

في المدارس الثانوية (PAI) تعتمد هذه الدراسة على منهج كمي بتصميم مقطعي. تتكون العينة من ٦٤٠ معلمًا لمواد التربية الإسلامية الإسلامية الحكومية (مدرسة عليا) في جاوة الشرقية، وتشمل المواد القرآن والحديث، والعقيدة والأخلاق، والفقه، وتاريخ الثقافة الإسلامية. تم استخدام أسلوب العينة العشوائية الطبقية التناسبية. تشمل أدوات البحث مقاييس لمناخ المدرسة، والكفاءة الذاتية للمعلم، وروحانية المعلم، وجودة التدريس. تم تحليل البيانات باستخدام نمذجة المعادلات الهيكلية (SEM).

أظهرت نتائج تحليل نمذجة المعادلة الهيكلية (SEM) أن النموذج المختبر يتمتع بمستوى ممتاز من الملاءمة ($\chi^2 = 0.063$، $p > .05$؛ وأظهر تحليل المسار .(SRMR = 0.004؛ TLI = 0.952؛ CFI = 0.943؛ RMSEA = 0.004؛ GFI = 0.911) أن مناخ المدرسة كان له تأثير مباشر على الكفاءة الذاتية للمعلم ($\beta = .92$، $p < .001$)، وروحانية المعلم ($\beta = .38$، $p < .01$) وكلاهما كان بمثابة وسيط في العلاقة مع جودة تعلم المعلم. كان للفعالية الذاتية للمعلم تأثير إيجابي على جودة التعلم ($\beta = .30$، $p < .01$)، أظهرت تأثيرات الوساطة كذلك أن مناخ المدرسة أثر على جودة التعلم ($\beta = .90$، $p < .001$) بينما أظهرت روحانية المعلم تأثيرًا أقوى مع الروحانية ($\beta = .828$، $p < .001$)، والروحانية ($\beta = .114$، $p < .05$) لدى المعلمين بشكل غير مباشر من خلال الكفاءة الذاتية كوسيط مهيمن. تؤكد هذه النتيجة أن المناخ المدرسي يلعب دورًا مهمًا في تحسين فعالية وروحانية المعلمين، والتي بدورها لها تأثير إيجابي على جودة تعلم المعلمين. بالإضافة إلى هذه الإسهامات التجريبية، تقدم هذه الدراسة أيضًا حداثة نظرية من خلال تطوير نموذج لجودة تعلم معلم المدرسة الباكستانية استنادًا إلى مقاربة متعددة التخصصات تدمج الأبعاد التعليمية والنفسية والروحية في سياق المدرسة

بالإضافة إلى ذلك، تُغني هذه الدراسة نموذج جودة التدريس الذي اقترحه نيلسن وغوستافسون من خلال تقديم روحانية المعلم كمتغير داخلي جديد يؤثر على جودة التدريس. وتكمن الآثار العملية لهذه الدراسة في ضرورة وجود سياسات وإرشادات تدعم مناخًا مدرسيًا إيجابيًا في المدارس الإسلامية (المدارس)، والذي من شأنه تعزيز الكفاءة الذاتية والروحانية لدى المعلمين، مما يؤدي في النهاية إلى تحسين جودة التدريس. كما ينبغي لإدارة المدارس الإسلامية أن تتبنى استراتيجيات قيادية تعزز مناخًا مدرسيًا إيجابيًا وداعمًا. ويُنصح أن تستكشف الأبحاث المستقبلية دور مناخ المدرسة، والكفاءة الذاتية، وروحانية المعلم في التعليم الإسلامي من خلال مقاربات طولية، بالإضافة إلى تحليلات تستند إلى الأقاليم والخلفيات الاجتماعية والثقافية، لفهم أعمق للديناميكيات المؤثرة في جودة التدريس

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DAFTAR TABEL

DAFTAR GAMBAR

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