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ANALYZING THE RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATIONS, PEDAGOGICAL COMPETENCE, AND SELF-EFFICACY WITH COMMITMENT TO THE DUTIES OF MUDARRIS IN PESANTREN TAHFIZ QUR'AN

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Abstract

In the field of education, particularly in Tahfiz Qur'an pesantren, significant challenges exist regarding the commitment of mudarris (teachers), including issues such as the mismatch between academic qualifications and professional competencies, as well as the increasing demands for pedagogical skills and self-efficacy. Previous research has mainly focused on general schools, with little attention given to the relationship between educational qualifications, pedagogical competence, and self-efficacy among mudarris in Tahfiz Qur'an pesantren. The primary objective of this study is to analyze the impact of educational qualifications, pedagogical competence, and self-efficacy on the task commitment of mudarris at Tahfiz Qur'an pesantren. This study employs a quantitative survey design with 35 mudarris as respondents, and data analysis is conducted using regression techniques. The findings show that educational qualifications do not have a significant effect on task commitment, while both pedagogical competence and self-efficacy have a significant positive impact on mudarris' commitment. It is recommended that pedagogical training programs be made mandatory for mudarris, as academic qualifications alone are insufficient to ensure high levels of task commitment.

Keywords: academic qualifications, professional competencies, pedagogical competence, self-efficacy

Abstrak

Dalam bidang pendidikan, khususnya di pesantren Tahfiz Qur'an, terdapat tantangan signifikan terkait komitmen mudarris (guru), termasuk masalah ketidaksesuaian antara kualifikasi akademik dan kompetensi profesional, serta tuntutan meningkatnya keterampilan pedagogik dan efikasi diri. Penelitian sebelumnya lebih banyak fokus pada sekolah umum, sementara sedikit perhatian diberikan pada hubungan antara kualifikasi pendidikan, kompetensi pedagogik, dan efikasi diri di kalangan mudarris pesantren Tahfiz Qur'an. Tujuan utama penelitian ini adalah untuk menganalisis pengaruh kualifikasi pendidikan, kompetensi pedagogik, dan efikasi diri terhadap komitmen tugas mudarris di pesantren Tahfiz Qur'an. Metode yang digunakan adalah desain survei kuantitatif dengan 35 mudarris sebagai responden, dan analisis data dilakukan dengan teknik regresi. Hasil penelitian menunjukkan bahwa kualifikasi pendidikan tidak memiliki pengaruh signifikan terhadap komitmen tugas, sementara kompetensi pedagogik dan efikasi diri terbukti memiliki pengaruh positif yang signifikan terhadap komitmen mudarris. Disarankan agar program pelatihan pedagogik menjadi wajib bagi mudarris, karena kualifikasi akademik saja tidak cukup untuk memastikan komitmen tugas yang tinggi.

Kata Kunci: kualifikasi akademik, kompetensi profesional, kompetensi pedagogis, efikasi diri

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Introduction

Human resources have a strategic role both individually and collectively; in addition to human resources as one of the main drivers of the smoothness of the educational process, even the progress of the retreat of educational institutions is determined by its human resources. For this, each educational institution should pay attention and organize as much as possible of its human resources to improve maximum performance. If the human resources of educational institutions can perform their tasks effectively, then the educational institution as an organization will function effectively. On the other hand, human resources, both as educators (mudarris on the student) and as educational resources in carrying out their profession, must be committed to the tasks given by the educational institutions in which they are concerned. Mudarris as a teacher or teacher is one of the sources of learning; educators and teachers in training must have competence[1] mudarris must also have Commitment to the tasks it receives.

Commitment is the sense of identification, loyalty, and Commitment. The employee shows to the organization or unit. According to the Indonesian Great Dictionary (KBBI)[2] Commitment is an agreement (attachment) to do something. In Islam, a commitment or agreement to do a good thing should be carried out because it will have a good or bad impact on someone who has committed or promised it. As Allah Subhanahu wa Ta'ala says in the Qur'an, Al-Fath, verse 10, Commitment or covenant is described as follows:

يَنْكُثُ فَإِنَّمَا نَكَثَ فَمَنْ ۚ أَيْدِيهِمْ فَوْقَ اللَّهِ يَدُ ۚ اللَّهَ يُبَايِعُونَ إِنَّمَا يُبَايِعُونَكَ الَّذِينَ إِنَّ عَظِيمًا أَجْرًا فَسَيُؤْتِيهِ اللَّهَ عَلَيْهُ عَاهَدَ بِمَا أَوْفَىٰ وَمَنْ ۖ نَفْسِهِ عَلَىٰ

Indeed, those who promise to you that they will be faithful to Allah. Allah's hand is on their hands, so whoever violates his promise will fall upon himself as a result of his violation, and he who keeps his promises to Allah will give him a great reward.

The Prophet (peace be upon him) said in the Qur'an, "The Muslims are bound by their covenants, except for the covenant that prohibits what is halal, or that does not. (Hadis riwayat Bukhari, Tirmizi dan al-Hakim; Turmudhi, 1967).

The meaning of duty, according to the Indonesian Great Dictionary[3], is (1) which is obligatory to do or which is determined to do; (2) work that becomes a person's responsibility; and (3) work charged.

Commitment to tasks in psychology is known as "task commitment." Commitment to tasks is a form of internal motivation to build a stubborn attitude in solving difficult tasks.[4]

According to some understanding of Commitment, duty, and Commitment to the task mentioned above, it can be synthesized that is related to feelings, speech, and deeds as motivations, movements, and incentives within a person to perform a task or work qualitatively to a determined goal.

Indicators of Commitment to tasks can be formulated as follows: (1) consistency between words and performance of tasks; (2) resilience in facing various obstacles in the performance of

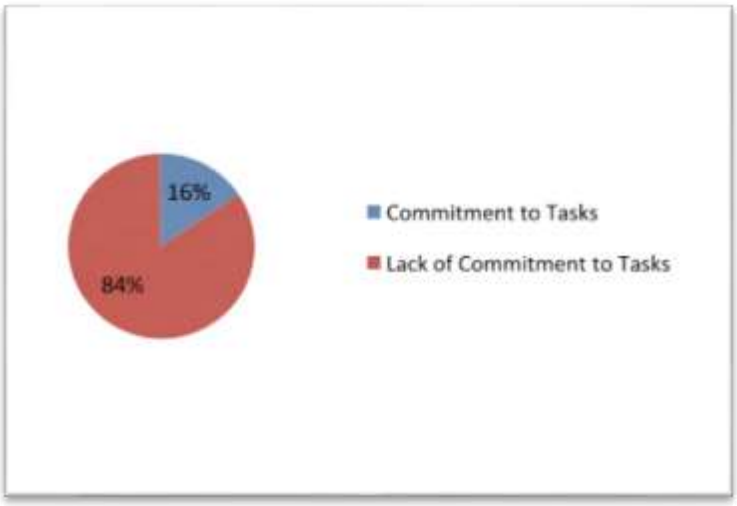
[1] U Wahidin, "Efektivitas Model Pelatihan Komunikasi Pembelajaran Berbasis Multimedia" (Universitas Pendidikan Indonesia, 2015).
[2] "Kamus Besar Bahasa Indonesia (KBBI) Online," n.d., https://kbbi.web.id.
[3] "Kamus Besar Bahasa Indonesia (KBBI) Online."
[4] D Permatasari, "Peningkatan Task Commitment Pada Pembelajaran Matematika," *Jurnal Pengembangan Pembelajaran Matematika* 1, no. 2 (2019): 1–10.

duties; (3) reluctance to surrender in the face of challenges and obstacles; (4) full responsibility in the execution of a task; and (5) perseverance in fulfilling tasks.

A person who commits to a high duty can have a positive impact on himself, namely: (1) a strong willingness to do an activity that becomes his duty; (2) doing a job with pleasure and pleasure for others; (3) increasing loyalty to the institutional system; (4) his attitude and Behavior has a positive influence on the institutional system; and (5) a person is reluctant to perform tasks outside his role.

Mudarris must commit to the task and strive to complete its tasks qualitatively as a form of responsibility bound to those tasks. However, the reality is still cases of performance of tasks not following the initial commitments and agreements, thus creating new problems in educational institutions. Some problems often occur, among them are Commitment of duty teachers at SMTA PKP Jakarta Islamic School (JIS), where found teacher in SMTA KKP JIS who experienced the problem of Commitment to the task a very large number, which is 84%

Figure: 1.1.
Empirical Data on Task Commitment to SMTA PKP JIS Teachers



1. Some teachers and psychologists say that problems that often occur in class are influenced by personal motivation, which includes low Commitment to tasks, lack of participation in class activities, reluctance to express opinions, and lack of curiosity[5]. This explanation shows that the problems felt by students come from personal motivation related to commitment to tasks[6].
2. The empirical conditions of youths' competence in Islamic boarding schools are as follows: (a) Mudarris do not pay attention to the situation when learning communication is being carried out in the learning process; (b) During the learning communication process, there are obstacles regarding the language used as a means of delivering messages (subject matter); (c) There are mechanical obstacles, namely obstacles that are often encountered when young people use teaching aids or learning media that will be used in the learning communication process, in the form of the blackboard is not clear from the previous writing of the subject matter, and if the young people use electronic type learning media, it takes time to prepare it so that it takes up

[5] V Anggraini, "The Task Commitment on Student," *Journal of Counseling, Education and Society* 1, no. 1 (2020): 13–16.
[6] A S Ningsih and A I Imami, "Analisis Komitmen Pada Tugas Dalam Pembelajaran Matematika," *UNION: Jurnal Pendidikan Matematika* 9, no. 2 (2021): 227–41.

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the available lesson time; (d) There are ecological barriers, namely obstacles caused by the surrounding environment, where the learning communication process is being carried out. A frequent case is the sound of motorbikes passing through the road next to the Islamic boarding school building. In addition, the sound of music coming from the village, which is close to the Islamic boarding school; (e) Mudarris are less able to speak directly to the core; and (f) Problems in interpersonal communication that is not going well because there are still differences in meaning and differences in understanding of what is communicated between students and students, this results in rare feedback[7]. Based on the empirical conditions of youth's competence in Islamic boarding schools as described above, it can be seen that mudarris are not optimal in carrying out their Commitment to their duties, even though these problems can be anticipated from the beginning and solutions are sought.

3. Islamic religious lessons are often considered less interesting not because the lessons are not important but because of the lack of interesting ways of delivery. The main requirement for a teacher is to have good learning communication competence. Learning effectiveness depends more or less on the effectiveness of learning communication. Therefore, the effectiveness of a teacher in learning depends on how effective his communication with students is[8]. This problem occurs because teachers lack Commitment to the task so that learning communication used in the learning process does not vary so that it is monotonous, not effective so that there is no inner bond between teachers and students, and ineffective where teachers and students do not understand each other's meaning of what is communicated.

In connection with so many educational institutions, in this study, researchers will conduct research at the Al-Huda Islamic Foundation Bogor Indonesia, which is engaged in da'wah, social, and education with the street address Captain Yusuf, Gg. Purnama, No. 61, Rt. 05, Rw. 01, Sukamantri Village, Tamansari District, 16610, Bogor Regency, West Java, telephone number (0251) 8487512.

Method

The research method that the author uses in this study is a quantitative method with a survey approach. According to Sugiyono, quantitative methods meet scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic. While the research survey approach is carried out on large and small populations, the data studied are from samples taken from these populations so that relative events, distribution, and relationships between sociological and psychological variables are found.[9]

Research instruments used questionnaires, documentation, and literature studies. Data collection using the Google form link https://form.jotform.com/230870613456456 from March 30, 2023, to April 6, 2023. Data analysis using statistical analysis. While the research locations at the Tahfiz Qur'an Islamic Boarding School (P.T.Q.) owned by the Al-Huda Islamic Foundation Bogor Indonesia are in Bogor Regency: Tamansari District, Dramaga, Ciampea; Bekasi Regency in Tambun District; Tasikmalaya Regency in Sukaresik District; Klaten Regency in Ceper District; Banyumas Regency in Karanglo Cilongok District. Population and study sample of 35 young people using propionate stratified random sampling technique.

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[7] Wahidin, "Efektivitas Model Pelatihan Komunikasi Pembelajaran Berbasis Multimedia."
[8] Abdullah Masmuh, "Harian Republika," 2013.
[9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2017).

Results

1. Profile Description of Al-Huda Islamic Foundation Bogor Indonesia

Al-Huda Islamic Foundation Bogor Indonesia has established educational institutions. In the formal education path, educational institutions have been established ranging from preschool to tertiary levels, all based on Islam. Meanwhile, in the non-formal education path, currently, 18 non-formal educational institutions have been established, in the form of Tahfiz Qur'an Junior High School (SMPTQ), Tahfiz Qur'an High School (SMATQ), Tahfiz Qur'an Secondary School (STQM), Tahfiz Qur'an Upper School (STQA), Tahfiz Qur'an Secondary Pesantren (PTQM), and Tahfiz Qur'an Upper Pesantren (PTQA).

Table: 1.
Non-formal Pathway Educational Institutions (Manajemen Pendidikan, 2023:2):

No	Institution Level	Number of Schools
1	Sekolah Menengah Pertama Tahfiz Qur'an (SMPTQ)	3
2	Sekolah Menengah Atas Tahfiz Qur'an, (SMATQ	2
3	Sekolah Tahfiz Qur'an Menengah (STQM)	3
4	Sekolah Tahfiz Qur'an Atas (STQA)	2
5	Pesantren Tahfiz Qur'an Menengah (PTQM)	7
6	Pesantren Tahfiz Qur'an Atas (PTQA)	1
Jumlah		**18**

Based on the data in the table above, the most non-formal educational institutions established are Pesantren Tahfiz Qur'an Menengah (PTQM).

Related to the above, the research carried out only at the Medium Qur'an Tahfiz Pesantren (PTQM) and the Upper Qur'an Tahfiz Pesantren (PTQA) is as many as eight (8) Tahfiz Qur'an Pesantren (P.T.Q.).

1. Profile Description of Pesantren Tahfiz Qur'an (PTQ)

P.T.Q. is a flagship school for middle and upper-level Boarding Schools (mondok) that focuses on memorization programs of the Qur'an (Tahfiz Al-Qur'an) and Arabic, intending to form young candidates for Hafizah Al-Qur'an who believe and fear Allah. The curriculum applied is the national education curriculum combined with the diniyyah (religious) curriculum. While P.T.Q. Lecturers come from domestic and foreign graduates who are professional and experienced in teaching Tahfiz Al-Qur'an.

The programs implemented by P.T.Q. are as follows:

a. Featured Programs: (1) Tahfiz Al-Quran, (2) Basic Arabic, (3) Selected hadith memorization, (4) Correct worship practices, and (5) Islamic morals.
b. Habituation Program: (1) Jama'ah prayers on time, (2) Daily prayers and dhikr, (3) Intensive Islamic adab, (4) routine Qur'anic Khatam, and (5) Sunnah prayers.
c. Annual Program: (1) Study tour, (2) Islamic tourism, (3) Outbound, (4) Hajj management, and (5) Body management.
d. Extracurricular Programs: (1) Intra-School Student Organization (OSIS), (2) Sports, (3) Foreign Languages, (4) Martial Arts, and (5) Horse Riding.

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The pesantren facilities available for students are as follows: (1) Representative dormitory, (2) Representative class, (3) Meals, (4) Laundry, (5) Uniforms, (6) Textbooks, (7) Health Clinics, (8) Barbershops, (9) Offices, (10) Mosques, and (11) Sports fields.[10]

A. Research Discussion

1. Description of P.T.Q.

Based on the data collection results through the Google form link, P.T.Q. mudarris, who provide answers to questionnaire question instruments as data in the following table:

Table: 2.
PTQ Mudarris Table Filler Instrument Questionnaire Questions

NO	PTQ NAME	ADDRESS	*MUDARRIS*
1	PTQM Riyadhussholihin	Jl. Raya Cimanglid, Desa Sukamantri, Kecamatan Tamansari, Kabupaten Bogor, Provinsi Jawa Barat	2 (7,41%)
2	PTQM Imam Syafi'i dan PTQA Imam Syafi'i	Kp. Carang Pulang RT 02 RW 03, Desa Cikarawang, Kecamatan Dramaga, Kabupaten Bogor, Provinsi Jawa Barat	9 (33,33%)
4	PTQM Al-Ikhwah	Jl. Raya Cibanteng, No. 24, Cihideung Ilir Kecamatan Ciampea, Kabupaten Bogor, Provinsi Jawa Barat	7 (25,93%)
5	PTQM Makkah	Jl. Bonlap-Warung Doyong, Pekopen Bulak, Cianjur.	- (0%)
6	PTQM Abu Bakar Ash-Shiddiq	Margamulya, Kecamatan Sukaresik, Kabupaten Tasikmalaya Provinsi Jawa Barat	1 (3,70%)
7	PTQM Al-Huda Klaten	Jalan Raya Solo-Jogja, Jambu Kulon Kecamatan Ceper, Kabupaten Klaten, Provinsi Jawa Tengah	1 (3,70%)
8	PTQM Al Barokah	Karanglo Cilongok Kabupaten Banyumas, Provinsi Jawa Tengah	7 (25,93%)
Number of Mudarris			**27**

Based on table: 2 above, P.T.Q. mudarris who were respondents to this study and filled out the questionnaire question instrument as many as 27 *mudarris* from 35 *mudarris* who became the population and research sample. *Mudarris* PTQM and PTQA Imam Syafi'i Bogor West Java at most 9 *mudarris* or 33.33%.

2. Profile Description of *Mudarris* Pesantren Tahfiz Qur'an (PTQ)

Based on data obtained through the Google form link, P.T.Q. *mudarris* profile as shown in the following table:

[10] "PPDB PTQ Imam Syafii," n.d., https://imamsyafii.pesantrentahfizquran.com/ppdb-ptqm-imamsyafii.

Table: 3.
Profile of *Mudarris* PTQ

TENURE IN PTQ (YEAR)					A.G.E. (YEAR)										STATUS WEDDING	
< 1	1	2	3	4	20	21	22	23	24	25	26	28	32	34	MARRY	NOT YET
7	9	6	1	4	1	3	7	3	4	2	2	3	1	1	9	18
S.U.M. 27					S.U.M. 27										S.U.M. 27	

EDUCATION LEVEL			
SECONDARY SCHOOL	STUDENT (PRODI)	BACHELOR (PRODI)	MASTER (PRODI)
-	19	8	-
-	M.P.I.: 6	M.P.I.: 4	-
-	P.A.I.: 13	P.A.I.: 2	-
-	-	I.A.T.: 2	-
-	S.U.M. 27		-

Based on Table 3, the profile of P.T.Q will be discussed next. *mudarris* as illustrated in the research discussion below:

a. P.T.Q. *Mudarris* Employment

The P.T.Q. *mudarris* with the most one-year service period is nine *mudarris* or 33.33%, due to the establishment of new P.T.Q. The Al-Huda Islamic Foundation Bogor Indonesia established it in several regions. While the *mudarris* with the longest service period of four years, as many as four *mudarris* served at Imam Syafi'i P.T.Q., which had already been established and had graduated one batch of alums.

The period of service of the *mudarris* or the teaching period of the *mudarris* is calculated from the time the young person concerned first performs duties as a *mudarris* at P.T.Q., which is expressed in units of years or starting from the date a *mudarris* begins serving as a teaching staff. The longer the young work period in teaching, the wider the experience and knowledge related to their field. This is because, according to Made Rida, Nyoman Dantes, and Kadek Rihendra Dantes said, teacher professionalism (*mudarris*) can also be created when teachers (*mudarris*) have sufficient pedagogic competence.[11] The longer a teacher (*mudarris*) carries out his duties, the more experience he has. The pedagogical competence of the teacher (*mudarris*) is in line with the working time that the teacher has; the more work time that teachers have, the greater the field experience that they have. The experience of teachers (*mudarris*) is very useful in knowing the equations and differences of pupils. The duty of teachers (*mudarris*) to serve different people requires a high level of confidence and attentiveness, especially when it comes to students (*santri*). At the same time, Rohmat Hasan said that many experiences are not independent of the length of work time that a teacher has.[12] Through a long time of work, you will be able to enrich a teacher's knowledge and experience. This is what determines the quality of a teacher. (mudarris). Based on some of the above opinions, then the increasing working

[11] M Rida and N Dantes, "Hubungan Motivasi Kerja, Masa Kerja Dan Kesejahteraan Guru," *E-Journal Pascasarjana Universitas Pendidikan Ganesha* 3 (2013).
[12] R Hasan, "Pengaruh Masa Kerja Dan Pendidikan Guru Terhadap Kinerja Guru," *Jurnal Penelitian Dan Pendidikan IPS* 9, no. 2 (2015): 1219–30.

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time is expected to be able to improve Mudarris's professionalism in fulfilling his duties; this is possible because of the increased experience, insight, and mastery of the field of tasks he assigned so that the competence of Mudarris is increasing and increasing.

b. Age of P.T.Q. Mudarris

Referring to Table 3 that the mudarris age range ranges from 20 to 34 years. Mudarris are 22 years of age, with seven mudarris, or 25.93%. Based on the approach of psychological science, the 22-year-old Mudarris enters late adolescence. According to Fitri Nur Rohmah Dewi adolescence is the transition period from the period of children to adulthood, where psychological maturity is not only attained at a certain age, such as in the science of Law, psychologically adulthood is a condition where there are already certain psychological characteristics in a person.[13]

Mappiare in Fitri Nur Rohmah Dewi says adolescence lasts between 12-21 years for women and 13-22 years for men. This adolescent age range can be divided into two parts, namely, 12/13 years up to 17/18 years is early adolescence, and 17/18 years up to 21/22 years is final adolescence. From the Mappiare division, it can be concluded that "Late Adolescence" is when an individual is from 17/1s up to 21/22 years.[14]

There is an opinion that the factors of late adolescent development (aged 17/18 years to 21/22 years) are heavily dependent on the formation of the self-concept he understands, namely:

1) Self-understanding, according to Santrock in Fitri Nur Rohmah Dewi self-knowledge is a cognitive representation of adolescents about self, substance, and content of teenage self-concepts. In a sense, a teenager's self-understanding is based on the role and type of membership they pursue, all of which define themselves.[15]
2) Self-concept refers to the evaluation of certain areas of self. Adolescents conduct self-evaluations in various fields academic, athletic, physical appearance, etc. The formation of self-concept includes the following: a) Vocational / carer identity, that is, the career or job a person wishes to pursue; b) Political identity, which is the direction of a person's political attitude; c) Religious identity (that is, one's spiritual beliefs); d) Relationship identity that is related to someone's status; e) Achievement, which is a motivation for a person to perform; f) Sexual identity.[16] According to Kuhlen, when they entered late adolescence, they began to appear to tend to choose a particular career even though they still had difficulties choosing a career. Even though adolescent career development is still at the level of career search, adolescents need to be given a career insight accompanied by the advantages and weaknesses of each type of career.[17]

Based on several psychological theories of late adolescence (age 21/22 years in men) as described above, the expected future with the increase of the age of Mudarris PTQ. that enters adulthood will have a direct impact on the Commitment to the task of Mudarris is demonstrated by the pattern of thinking, Behavior, and responsibility for the tasks it presents. by I.G.A Ayu Dharmawati and I. Nyoman Wirata says that the more enough age the rate of maturity and

[13] F N R Dewi, "Konsep Diri Pada Masa Remaja Akhir Dalam Kematangan Karir Siswa," *Konseling Edukasi Journal of Guidance and Counseling* 5, no. 1 (2021): 46–62.
[14] Dewi.
[15] Dewi.
[16] Syamsu Yusuf and Nani M Sugandhi, *Perkembangan Peserta Didik* (Raja Grafindo Persada, 2014).
[17] Yusuf and Sugandhi.

strength of a person will be more mature in thinking and working.[18] Sarwono says that this is a time of consolidation towards the adult period and is characterized by the combination of five things: (1) Interest shows maturity to intellectual functions, (2) Ego leads more to seek opportunities to unite with others in search of new experiences, (3) sexual identity is formed that is permanent or will not change again, (4) egocentrism (too focused on oneself) is replaced by a balance between self-interest and others, (5) Grows the boundary that separates the individual (Private Self) from the general society.[19]

c. Marriage status of Mudarris P.T.Q.

Based on Table 3 relating to marital status, nine mudarris, or 33.33%, are already married, and 18 mudaris, or 66.67%, are unmarried. Based on the information obtained by the researchers non-formally, that mudarris who are not married are provided with facilities of residence in the P.T.Q. Environment as much as mudarrist who are already married live outside of P.T.Q. with a distance not too far from P.T.Q.

Marriage status is a demographic factor affecting psychological capital, including gender, age, socioeconomic status, social relations, and working time.[20] According to Diza Junita and Olievia Prabandini Mulyana Psychological capital is a psychological condition of individuals with positive characteristics aimed at enhancing and developing potential, energy, and positive abilities such as self-resistance, optimism, self-expectation, and self-efficiency in doing a job.[21]

In addition, marriage status is also positively linked to the psychological level of capital. Robbins & Judge stated that marriage could make an individual feel the work they do is something of great value, which encourages one to strive to the maximum in achieving their goals because of having social and moral support that helps the individual solve the problems they are facing.[22]

A marriage that occurs in a couple is believed to help individuals to be healthier in physical and psychological condition then also can positively affect the life of someone living a healthy marriage. Healthy marriage experiences can protect the spouse from stress in everyday life and the workplace.

It can be concluded that each P.T.Q. mudarris has different demographic factors, such as marital status, gender, working time, age, and socioeconomic status. It is related to the marital status of Mudarris P.T.Q. Psychologically capital provides a positive effect on the physical and psychological condition of mudarrise P.T.Q., so mudarrist P.T.Q. can develop potential, avoid the threat of stress, be able to maximize energy, and positive abilities such as self-resistance, optimism, self-awareness, as well as self-efficiency in performing their tasks.

d. P.T.Q. Youth Education Level

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[18] I G A Ayu Dharmawati and I Nyoman Wirata, "Hubungan Tingkat Pendidikan, Umur, Dan Masa Kerja Dengan Tingkat Pengetahuan Kesehatan Gigi Dan Mulut," *Jurnal Kesehatan Gigi* 4, no. 1 (2016).
[19] Sarlito Wirawan Sarwono, *Psikologi Remaja* (Jakarta: Raja Grafindo Persada, 2012).
[20] R Rosalina and Siswati, "Psychological Capital Dan Psychological Wellbeing," *Jurnal Empati* 7, no. 3 (2018): 291–96.
[21] D Junita and O P Mulyana, "Perbedaan Psychological Capital Guru Sekolah Dasar," *Character: Jurnal Penelitian Psikologi* 8, no. 8 (2021): 104–16.
[22] Stephen P Robbins and Timothy A Judge, *Organizational Behavior*, 15th ed. (Pearson Education Inc., 2013).

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Table 3 shows the level of education and study programs of 27 Mudarris P.T.Q. Vary. 19 Mudarris is still a student of the undergraduate program, consisting of Six mudaris in the Islamic Education Management Studies Program (M.P.I.) and 13 mudarris in the Islamic Religion Education Studies Program (P.A.I.). And eight mudarris with undergraduate academic qualifications, consisting of four Mudarris graduates of the M.P.I. Studies Program, two Mudrires graduate of the P.A.I. Study Program, and two Mudraris graduate students of the Al-Qur'an and Tafsir Sciences Program.

The curriculum applied to T.P.Q. Combines the National Education Curriculum with the Diniyyah (Keagamaan). Mudarris carrying out the task of learning on the formal educational path is bound by the Law on the National Education System (UUSPN) Number 20, the Year 2003, Chapter IV on Teachers, Part One, Article 9, which regulates the academic qualifications of teachers acquired through higher education undergraduate programs or four diploma programs.

They are related to the mudarris study program that has already qualified academic graduates; based on the data obtained, only two mudarrises correspond to the qualification of teacher competence, namely graduates of the P.A.I. Study Program. At the P.A.I. Study Program, students from the beginning have been equipped with knowledge, skills, and understanding of students, preparation of learning planning, approaches, models, methods, techniques and tactics of learning, learning media, learning evaluation, micro-teaching, and practice of field experience in schools as well as other teachers. Thus, mudarris has pedagogical, professional, personal, and social competence. Mudarris can carry out the learning process according to the Law and professional in delivering santri to the goal of learning already determined.

While there are still 25 mudarris, who carry out learning processes that do not meet the qualifications of teachers' competence (mudarris), if 25 mudarris are still given tasks to carry out the learning process, then the fulfillment of the qualification requirements of the teacher's competence is not met. This is because in the M.P.I. Study Program, students and graduates are prepared not to be teachers but to be managers of educational institutions, matakuliah given related to the educational management system rather than the learning system. At the I.A.T. Study Program, students and graduates are not prepared to be teachers but religious leaders in society. Moreover, 19 mudarris are still in student status, so the fulfillment of academic qualification requirements and the qualification requirement of teacher competence have not been met.

The policy of Mudarris graduates of the M.P.I. Study Program, a graduate of the I.A.T. Studies Program who still has the student status is tasked with continuing the learning process. Then the whole mudarrist must be equipped with the knowledge and skills related to the didactics and methodology of the learning process, such as activities that result in new activities and competencies in self-education through the activities of educating, investigating, and conducting learning procedures. The provision of knowledge and skills for mudarris who have not yet met the qualifications and competencies of teachers can be through education and training.

3. Research Hypothesis Testing

a. Description of Research Data

Based on the data that has been collected, researchers make a general description of research data about hypothetical scores, which include the maximum score, minimum score, mean (mean), and standard deviation of each variable which can be seen in the table below:

Table: 4.
Description of research data

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
Educational Qualifications	27	62,00	84,00	73,5926	7,50517
Pedagogic competence	27	75,00	108,00	93,6296	10,42611
Self-efficacy	27	63,00	100,00	84,4815	11,05361
Task Commitment	27	42,00	64,00	54,7037	6,49742

b. Classical Assumption Test

Before data analysis, researchers conducted an assumption test, including a normality test and a multicollinearity test. The normality test and multicollinearity test are conditions for determining the type of correlation to be used.

1) Normality Test

The normality test is used to determine whether or not the distribution of data from a variable is normal. Normality testing is carried out on each hypothesis that the researcher builds. The normality test was performed using the Kolmogorov-Smirnov Tests of Normality on the SPSS 18 computer program for Windows. The distribution is said to be normal if $p>0.05$, while if $p<0.05$, then the distribution is said to be abnormal.

Table: 5.
Spread Normality Assumption Test

Variabel	*Tests of Normality*			Information
	Kolmogorov-Smirnov			
	Statistic	Df.	Sig.	
Educational Qualifications	,730	27	,661	Normal
Pedagogic competence	,635	27	,814	Normal
Self-efficacy	,765	27	,602	Normal
Task Commitment	,438	27	,991	Normal

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters [a, b]	Mean	.0000000
	Std. Deviation	3.40504331
Most Extreme Differences	Absolute	.155
	Positive	.067

	Negative	-.155
Kolmogorov-Smirnov Z		.806
Asymp. Sig. (2-tailed)		.535
a. Test distribution is Normal.		
b. Calculated from data.		

Asymp. Sig. (2- tailed) = 0,535 > 0,05 This means that the data is normally distributed

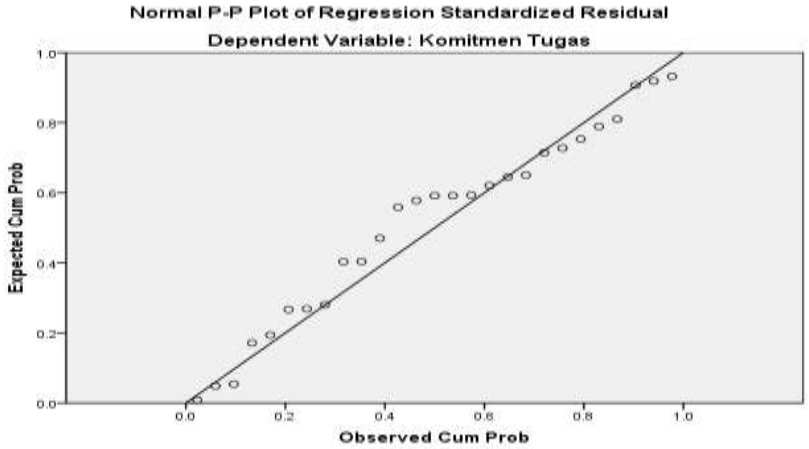
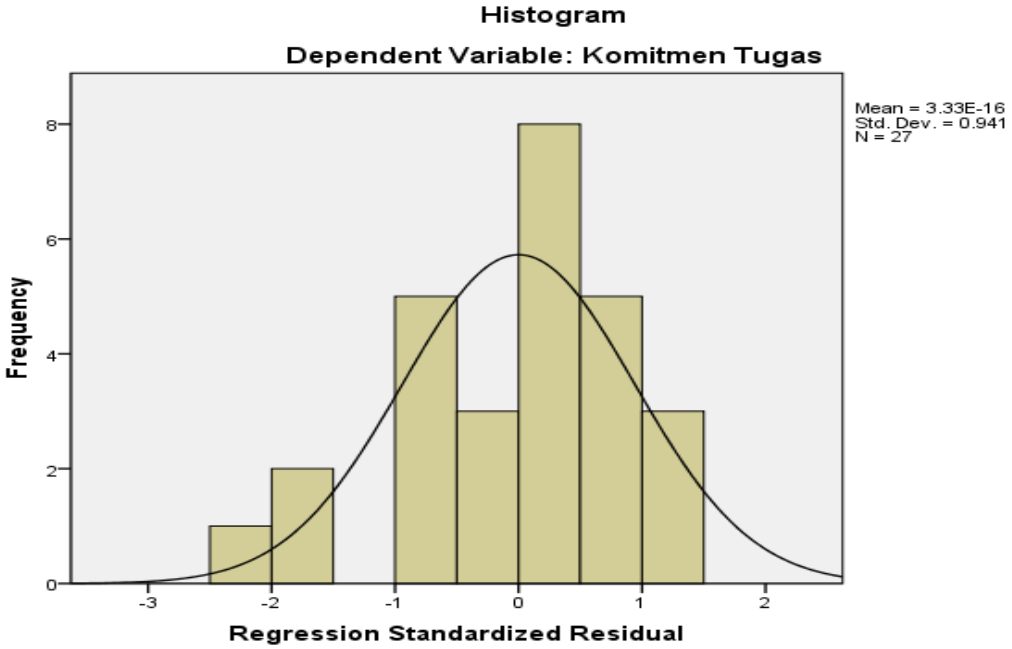


Figure of PP-Plot Normality Test

Based on the results of the output above (table 5.), it is known that the data (points) spread around and follow the direction of the diagonal line. Then it can be concluded that the regression model is normally distributed. In addition, based on the histogram graph, the data processing results form a diagonal straight line that shows the research data in the regression model forms normally.

Picture: 1
Normality Test Histogram



2) Multicollinearity Test

According to Imam Ghozali (2011: 105), the multicollinearity test aims to test whether the model found a correlation between independent variables. A good regression model should not have correlations among independent variables. Multicollinearity was tested using the Variance Inflation Factor (V.I.F.) and tolerance value. Free from multicollinearity if the V.I.F. value is less than ten and the tolerance value is more than 0.10. The results of the multicollinearity test can be seen in the following table:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	V.I.F.
1	(Constant)	2.327	7.266		.320	.752		
	Educational Qualifications	.126	.146	.145	.863	.397	.422	2.369
	Pedagogic competence	.229	.108	.367	2.122	.045	.399	2.507
	Self-efficacy	.257	.092	.437	2.785	.011	.485	2.063

a. Dependent Variable: Task Commitment

Based on the table above, it can be seen that the results of calculating the tolerance value show that each independent variable has a tolerance value of more than 0.10 which means there is no correlation between independent variables, and the calculation results of the V.I.F. value also show the same result, namely there is no independent variable that has a V.I.F. value of more than 10. So it can be concluded that there is no multicollinearity between independent variables in this regression model.

c. Heteroscedasticity Test

According to Imam Ghozali (2011: 139), the heteroscedasticity test aims to test whether, in the regression model, there is a variance inequality from the residual of one observation to another, if the variance of the residual of one observation to another observation is different, then it is called heteroscedasticity.

The basis for decision-making is:

1) heteroscedasticity occurs if the existing points make a certain regular pattern, such as widening waves and then narrowing.
2) heteroscedasticity does not occur if the dots have a clear pattern and are spread out above and below the number 0 on the Y-axis, heteroscedasticity does not occur.

The test is carried out by looking at the presence or absence of certain patterns on the ZPRESID and ZPRED scatterplot charts where the Y axis is the predicted Y and the X axis is the residual (predicted Y - Y actually) that has been standardized.

a. A probability value of > 0.05 means that it is free from heteroscedasticity
b. A probability value of < 0.05 means heteroscedasticity

The results of testing the assumption of heteroscedasticity can be shown in the following figure:

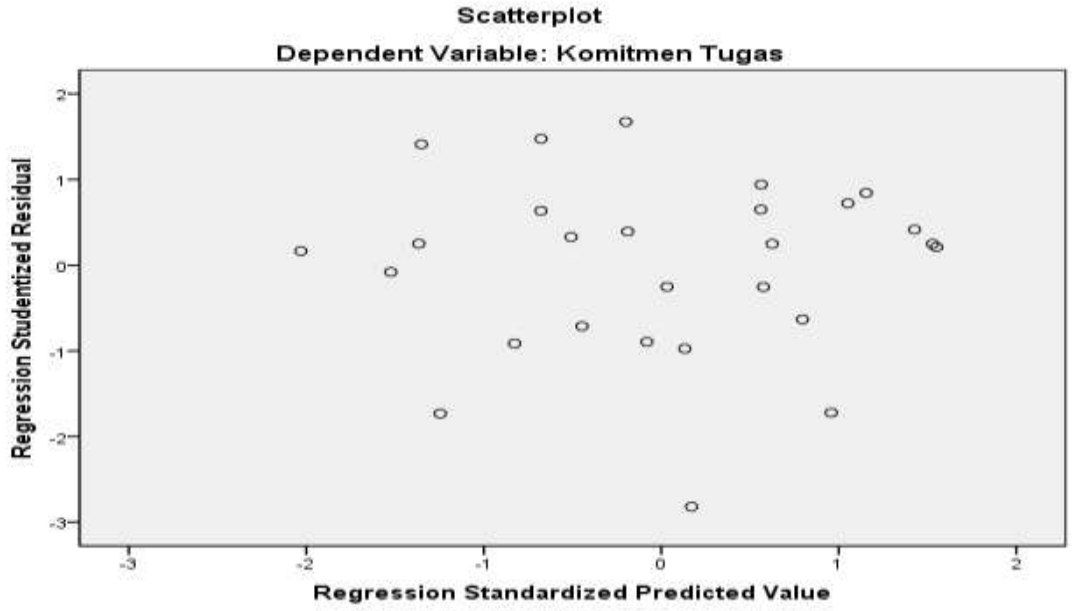


Figure: 2.
Scatter Heteroskedasticity Test Plot

Based on the table above, it is known that the probability value of all independent variables is greater than 0.05, so it can be concluded that heteroscedasticity does not occur in the regression model used in this study. And from the results of heteroscedasticity testing, it can be seen in the picture above that there is no clear pattern, and the point spreads above and below the zero on the Y axis; it can be concluded that heteroscedasticity does not occur.

d. Autocorrelation Test

According to Imam Ghozali the autocorrelation test aims to test whether, in the regression model, there is a correlation between the fault of the bully in period t with the error of the bully in period t-1 or earlier.[23]

Autocorrelation arises because continuous observations over time are related to each other. Detecting this correlation can be done with the durbin Watson test.

[23] Imam Ghozali, *Aplikasi Analisis Multivariate Dengan IBM SPSS 19* (Semarang: Badan Penerbit Universitas Diponegoro, 2011).

Table: 6
Autocorrelation Test

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.852[a]	.725	.690	3.62031	2.325
a. Predictors: (Constant), Self-efficacy, educational qualifications, academic competence					
b. Dependent Variable: Task Commitment					

Based on the table above, dL values are obtained at 1.1624 and dU = 1.6510 and 4 - dU = 2.8349, and 4 - dL = 2.8376 so that it can be the limits of testing.

In this study, Durbin Watson's value was obtained at 2.325, and this value lies between $1.4206 \leq DW < 2.3261$, so it can be concluded that there is no autocorrelation.

e. Multiple Linear Regression Analysis

Multiple linear regression analysis is used to determine the magnitude of the relationships of independent variables, namely Educational Qualification (X1), Pedagogic Competence (X2), and Self-Efficacy (X3) to the bound variables together can be calculated through a multiple regression equation.

Based on calculations using the SPSS program version 23, the following regression results were obtained:

Table: 7.
Regression Equation Model

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.327	7.266		.320	.752
	Educational Qualifications	.126	.146	.145	.863	.397
	Pedagogic Competence	.229	.108	.367	2.122	.045
	Self-efficacy	.257	.092	.437	2.785	.011
a. Dependent Variable: Task Commitment						

Based on the table above, the regression equation formed in this regression test is:

$Y = a + b_1X_1 + b_2X_2 + b_3X_3$

$Y = 2{,}327 + 0{,}126X_1 + 0{,}229X_2 + 0{,}257X_3$

The model can be interpreted as follows:

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a. The constant (a) of 2,327 means that when the free variables of Educational Qualification, Pedagogical Competence, and Self Efficiency are constant, then the size of the variable bound by Task Commitment is worth 2,327 units.
b. The education qualification (X1) has a coefficient value of 0.126. This indicates that the variable coefficient of Educational Qualifications (X1) has a positive (directional) relationship to task commitment. (Y). This means that the higher the value of the educational qualification, the higher the Commitment to the task.
c. Pedagogical competence (X2) has a coefficient of 0.229. This indicates that the variable coefficient of pedagogical competence (X2) has a positive (directional) relationship to task commitment. (Y). The higher the value of pedagogical competence, the higher the commitment value.
d. Self-efficiency (X3) has a coefficient value of 0.257. This indicates that the variable self-efficiency coefficient (X3) has a positive (directional) relationship to task commitment. (Y). The higher the self-efficiency value, the higher the commitment value.

So the independent variables consisting of Educational Qualification (X1), Pedagogical Competence (X2), and Self-Efficiency (X3) have a positive or directional relationship to the variable bound by task commitment.

Please find out how strong the relationship of a free variable to a bound variable is and how strong it is to the linked variable can be seen in the values of the correlation coefficient and the determining factor, as in the table below.:

Table: 8
Correlation and Determination Coefficients.

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852[a]	.725	.690	3.62031
a. Predictors: (Constant), Self-efficacy, educational qualifications, pedagogic competence				
b. Dependent Variable: Task Commitment				

Interpret the degree of the correlation coefficient is carried out by the following criteria:

Table: 9.
Correlation Coefficient Interval

Interval Koefisien	level of relationship.
0,00 - 0,199	very low

0,20 - 0,399	Low
0,40 - 0,599	Middle
0,60 - 0,799	Strong
0,80 - 1,000	Very Strong

Sumber: Sugiyono (2011:231)

The double regression analysis above obtained a double correlation coefficient (R) value of 0.852, indicating that the free variable and the bound variable have a very strong level of relationship in the category. The determination coefficient (R2) was 0.725 of 72.5 percent. This means that the free variable is related to the bound variable of 72,5%, while other factors outside this study variable influence the remaining 27,5%.

f. F-test

The F test is used to determine the relationship between Educational Qualifications, Pedagogical Competence, and Self-Efficiency simultaneously (together) to the variable Binded Commitment to the task.

The criteria used are:

If Fcalculate < Ftabel or sig > 0.05 then Ho is accepted, H1 is rejected

If Fcalculate > Ftabel or sig < 0.05, Ho is rejected, and H1 is accepted.

The value of Ftable at a significant level of 5% and the free degree (df1) = n - k - 1 = 27 - 3 - 1 = 23, then the value of Ftable is 7.677.

As for the results of the F test analysis using SPSS version 23, the following results were obtained:

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	796.177	3	265.392	20.249	.000[a]
	Residual	301.452	23	13.107		
	Total	1097.630	26			

a. Predictors: (Constant), Self-Efficacy, Educational Qualifications, Pedagogic Competence

b. Dependent Variable: Task Commitment

Based on testing the model together (simultaneously) above, a Fcalculate value of 20.249 was obtained with a significant value of 0.000. Therefore, the value of Fcalculate (20.249) > F table (7.677) and the resulting significant value of 0.000, and this value is much smaller than α (0.05), then it can be concluded that Ho rejected H1 accepted. This means that the variables Educational Qualification (X1), Pedagogic Competence (X2), and Self-Efficacy (X3) together (simultaneously) have a significant relationship with the variable Commitment to the Task (Y).

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g. T-test

The t-test is used to determine the partial (individual) effect of independent variables, namely Educational Qualification (X1), Pedagogic Competence (X2), and Self-Efficacy (X3) on variables bound to Commitment to the Task (Y).

The criteria used are:

If tcount < or sig > 0.05 then Ho is accepted, H1 is rejected

If ttable > or sig < 0.05 then Ho is rejected, H1 is accepted

The value of ttable at the level of α = 5% or 0.05 and the free degree (df) = n - k - 1 = 27 - 3 - 1 = 23, then obtained the value of ttable 1.714

As for the results of the t-test analysis using the SPSS program version 23, the following results were obtained:

Table: 10
T-Test Results (partial)

Model		t	Sig.
1	(Constant)	.320	.752
	Educational Qualifications	.863	.397
	Pedagogic Competence	2.122	.045
	Self-efficacy	2.785	.011
	a. Dependent Variable: Task Commitment		

1. Based on the above table, the Education Qualification (X1) ratio to Commitment to task Y obtained a value for the Educational Qualifications variable X1 of 0.863 with a significant rate of 0.397. Therefore the value (0,863) < of the table (1,714) and the significant value resulting of 0.397, which is greater than 0.05, then Ho is accepted, and H1 is rejected. This means that the educational qualification-free variable (X1) partially has no significant relationship to the committed variable. (Y).
2. Based on the above table, the Pedagogical Competence (X2) ratio of Commitment to task Y obtained a value for the pedagogical competence variable X2 of 2,122 with a significant level of 0,045. Therefore the value (2,122) > of the table (1,714) and the significant value resulting of 0.045, which is smaller than 0.05, then Ho is rejected, and H1 is accepted. This means that the free variable Pedagogical Competence (X2) partially has a significant relationship with the committed variable. (Y).
3. Based on the above table, the Ratio of Self-Efficiency (X3) to Commitment on Task Y obtained a value for the Self-Efficiency (x3) variable of 2,785 with a significant rate of 0,011. Therefore the value (2,785) > of the table (1,714) and the significant value resulting of 0.011, which is smaller than 0.05, then Ho is rejected, and H1 is accepted. This means that the self-efficiency-free variable (X3) partially has a significant relationship to the committed variable on task. (Y).

h. Variables That Have a Dominant Influence on Task Commitment

To find out which independent variable has a dominant effect on the dependent variable, it can be seen in the ranking of standardized coefficients (β) or standardized coefficients Beta of each independent variable, as shown in the following table:

Table: 11
The Value of Dominant Influence

Model		Standardized Coefficients
		Beta
1	(Constant)	
	Educational Qualifications	.145
	Pedagogic Competence	.367
	Self-efficacy	.437

Of the three independent variables consisting of Educational Qualification (X1), Pedagogic Competence (X2), and Self-Efficacy (X3), the variable tied to Commitment to the Task (Y). It can be known that the Self-Efficacy variable (X3) has the largest β coefficient (Beta) value of 0.437 which is the largest value among other independent variables. So it can be concluded that the Self-Efficacy variable (X3) has a dominant effect on the variable tied to Commitment to the Task (Y).

i. Discussion

The findings of this study reveal that educational qualifications do not significantly predict the task commitment of mudarris, while both pedagogical competence and self-efficacy show a significant positive effect. These results highlight the critical role that non-academic factors, particularly competence and self-efficacy, play in influencing the commitment levels of mudarris. This suggests that factors beyond formal education are essential in fostering effective teaching and deep engagement with their duties in the context of Tahfiz Qur'an pesantren.

In the context of pesantren, the focus traditionally shifts from formal qualifications to the evaluation of amal (good deeds) and pengalaman (experience). Pesantren culture values practical experience and moral integrity more than academic credentials. This cultural and spiritual approach prioritizes niat (intention) and adab (etiquette), shaping a unique framework in which a mudarris' commitment is assessed. The pesantren system thus upholds the belief that the sincerity and quality of one's actions and intentions are more important than holding an academic degree, especially when it comes to fostering meaningful relationships with students.

The results of this study align with Albert Bandura's theory of self-efficacy, which emphasizes that an individual's belief in their ability to perform tasks significantly influences their motivation and behavior. Mudarris with higher levels of self-efficacy are more likely to remain committed to their tasks, demonstrating greater perseverance and effectiveness in the teaching process. Furthermore, Robbins' organizational behavior theory further supports this conclusion by indicating that competence and self-efficacy are key drivers of commitment and performance in professional settings, including educational environments such as pesantren.

From an epistemological standpoint, this study underscores a shift in the pesantren's understanding of qualification. While formal education is important, values such as ikhlas (sincerity), niat (intention), and adab (etiquette) have become central to defining the effectiveness and commitment of mudarris. These values replace the traditional emphasis on formal academic qualifications, offering a more holistic approach to understanding commitment. This spiritual and

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moral framework challenges the conventional educational model, highlighting the deep ethical and religious commitment required of mudarris in pesantren.

In contrast to research conducted in general schools, where educational qualifications are often a significant predictor of task commitment, the findings of this study show a different trend in the pesantren context. In many secular educational settings, qualifications are highly valued and often directly linked to professional competence and commitment. However, in pesantren, the focus is on the spiritual and pedagogical qualities of mudarris, suggesting that the pedagogical competence and self-efficacy of mudarris play a more crucial role in their commitment to their tasks than their formal academic qualifications.

Based on these findings, several practical implications and policy recommendations can be made. It is recommended that pesantren implement pedagogical training programs to improve the teaching skills of mudarris, particularly in enhancing their self-efficacy. Additionally, mentoring programs and internal certification within pesantren should be encouraged to support continuous professional development. These initiatives will ensure that mudarris are equipped with the necessary competencies and a strong sense of self-efficacy, which are essential for improving their commitment to the task and the quality of education in pesantren.

j. Simultaneous Influence F-test

That the variables of Educational Qualification (X1), Pedagogical Competence (X2), and Self-Efficiency (X3) together (simultaneously) have a significant relationship to the Commitment to the Tasks (Y) of Mudarris.

From the results of test F (simultaneously) is obtained evidence that the Commitment to the task of Mudarris Teacher Tahfiz Qur'an must be supported by the qualifications of education, pedagogical competence, and self-efficacy so that a Mudarrist becomes a professional educator in carrying out his duties.

Thus, from such a result, a conclusion can be drawn from the first hypothesis, which states that the variable Educational Qualification (X1), Pedagogical Competence (X2), and Self-Efficacy (X3) together (simultaneously) have a significant relationship to the Commitment to the Task (Y) of Mudarris. Therefore, the variables of educational qualifications, pedagogical competencies, and self-effectiveness must be enhanced again to increase Commitment to tasks.

k. Partial Effect (T-test)

The results of the study showed that Pedagogical Competence (X2) and Self-Efficacy (X3) partially had a significant relationship with Commitment to Task (Y) of Mudarris, who was shown with the t-test results with a significant value on a free variable less than 0,05. This means supporting the proposed hypothesis that "the variables of pedagogical competence (X2) and self-efficiency (X3) partially have a significant relationship with the commitment to the task (Y) of Mudarris Pesantren Tahfiz Qur'an".

The educational qualification (X1) partially has no significant relationship with the Commitment to the task (Y), as demonstrated by the t-test result where the significant variable value of the Educational Qualification(X1) is greater than 0.05, which is 0.397. It means partially having no significant relationship to the Commitment to the task (Y).

Pedagogical competence (X2) partially has a significant relationship to Commitment to Task (Y), which is demonstrated by the results of the t-test where the significant value of the variable

Pedagogic Competence (x2) is less than 0.05, which is 0.045. It means partially having a significant relationship to Commitment to the task. (Y).

Self-Efficiency (X3) partially has a significant relationship to Commitment to Task (Y), which is demonstrated by the results of the t-test where the significant value of the variable Self Effectiveness (X3) is less than 0.05, which is 0.011. It means partially having a significant relationship to Commitment to the task. (Y).

1. **Dominant Influence**

The Self-Efficacy Variable (X3) has the largest β (Beta) coefficient value of 0.437, the largest value among other independent variables. So it can be concluded that the Self-Efficacy variable (X3) has a dominant effect on the variable tied to Commitment to Task (Y).

Conclusion

The findings of this study highlight the significant influence of pedagogical competence and self-efficacy on the task commitment of *mudarris* in Tahfiz Qur'an pesantren, while educational qualifications were found to have no significant impact. These insights contribute to the management of *pesantren* by emphasizing the need for pedagogical training programs to enhance *mudarris* commitment to their tasks, especially since academic qualifications alone are insufficient. This study offers valuable implications for improving *mudarris* professional development, ensuring better learning outcomes in pesantren environments.

From a theoretical and methodological perspective, the regression approach used in this study was effective in analyzing the relationships between variables; however, a larger sample size would provide more robust results. Additionally, further validation of the instruments used in this study is recommended to strengthen the reliability of the findings.

For future research, several directions are proposed: conducting a longitudinal study to observe the long-term effects of the identified variables, employing a mixed-methods approach that includes interviews with kyai and *mudarris* for deeper insights, and examining the dimensions of spiritual motivation to better understand the intrinsic factors influencing *mudarris* commitment to their duties.

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