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ASSESSING THE INFLUENCE OF DIGITAL EXPERTISE, SOCIAL ENVIRONMENT AND LEADER TRUST ON PAI TEACHER ACHIEVEMENTS AS A STRATEGIC ASSET OF SCHOOL EXCELLENCE

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Abstract

Today's society still assumes that teachers are the ones who are able to bring about major changes to educate the nation's children. One of these tasks lies on the shoulders of Islamic Religious Education (PAI) teachers who are expected to be able to form students with character by emphasizing Islamic values in behaving in their environment. Educational institutions will be of quality if the Human Resources in them have superior and quality competencies. This study aims to assess the extent of the influence of digital expertise, social environment and leader trust on improving the achievement of Islamic Religious Education (PAI) teachers in schools. The research method is quantitative descriptive with a sample of 110 respondents from PAI teachers in Malang Regency, using a Likert scale of 1-5. The results of the study obtained that (1) digital expertise has a significant effect on improving the achievement of PAI teachers by 0.014. (2) The social environment has a significant effect on improving the achievement of PAI teachers by 0.001 and (3) leader trust has not had a significant effect on improving the achievement of PAI teachers by 0.132. The three factors that are independent variables in this study prove that the achievement of Islamic Religious Education teachers increases if they have digital skills, a supportive social environment. The trust of leaders from the principal has only a slight and insignificant effect on the achievement of Islamic Religious Education teachers. The conclusion obtained is that the increasing achievement of Islamic Religious Education teachers can be one of the barometers of increasing the professionalism of Islamic Religious Education teachers with various competencies and skills they have, so that it has an impact on the quality of education and can become an asset of school excellence.

Keywords: *Digital Expertise, Social Environment, Trush in Leadership, Teacher Achievement*

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INTRODUCTION

Islamic education plays a role as a mediator in popularizing Islamic teachings to society at various levels. Islamic schools are one of the vehicles for teaching about knowledge integrated with Islamic values contained in the Qur'an and Hadith. In these Islamic schools, some Indonesian

people can understand, appreciate and practice Islamic teachings according to the provisions of the Qur'an and Al-Sunnah (Daradjat, 2014, p. 71) One of the tasks of teaching Islamic values lies on the shoulders of the teacher. The teacher plays a role during the education process. How teachers can color their students can be seen from their graduates. Teachers can also be used as a benchmark for the progress of their institutions. The success of a teacher can be assessed from various aspects, one of which is by looking at the competencies and achievements achieved. This achievement can be in the form of completing studies and having achievements. A teacher's academic achievement is the result obtained by the teacher after carrying out their study period activities (in the form of training or study assignments) which are usually measured by the achievement of the last certificate or diploma held and the achievement value obtained (Fadlun & Fatmawati, 2023, p. 112-121). Meanwhile, teacher competence can be seen through various Teacher Competency Assessment (AKG) activities and participation in teacher certification selection. This increase in teacher achievement is what turns out to be one of the factors to see the improvement of the professionalism of the teacher concerned compared to his colleagues. This professionalism can be seen from the teacher's certificate that has been obtained or owned, which has been recognized by the ministry, both the Ministry of National Education and the Ministry of Religion. (Rahmansyah, 2021, p.42-53).

Islamic Education (PAI) teachers today should be able to take on more roles in schools. Because in the fast-paced digital era, many Islamic religious education teachers still teach in conventional and unprofessional ways. In the concept of Islamic education, Islamic education is one way to improve the quality of life of the people from backwardness, both morally, materially, and spiritually (Ahmad, 2020, p.53). One of the fundamental factors in Islamic education is the development of human resources (HR) optimally. Islamic educational institutions are required to be able to create how to implement human resource development in Islamic institutions effectively and efficiently (Yazid, 2023, p.78). Based on the results of a World Bank survey conducted in 2020, the general quality of teachers in Indonesia is in the low category. The low quality of teachers is not only in terms of competence and teaching ability, but also in socio-emotional skills. The most important socio-emotional value of Indonesian teachers lies in how to adapt to new technologies, achieving a score in the middle category of 3.52 out of 5. The low ability of teachers apparently has not changed significantly from year to year until the end of 2023. Data from the Ministry of Education and Culture shows that the results of the Teacher Competency Test (UKG) are not yet satisfactory. UKG in 2017-2018 had an average score of less than 70 for all levels of education. The average UKG score nationally for kindergarten to high school teachers averaged 44.34 points. This achievement is still below the Minimum Competency Standard (SKM) which is at 55. On the

other hand, the existence of Islamic Religious Education (PAI) teachers is also abundant but has not been evenly placed to teach in schools in various regions. Many of them have achievements and are competent but have to be satisfied with teaching in private schools.

Islamic education today has been aligned with the concept of Education for Sustainable Development (ESD) which presents a vision with the aim of trying to empower people and increase agency to assume responsibility to realize and create a sustainable future (SF) in the aspect of education, then teacher competence and achievement become important (UNESCO, 2005). Education for Sustainable Development (ESD) is an effort to empower everyone to be able to make decisions based on the right information to always maintain environmental integrity, economic viability and justice in social life for the present and future generations, and respect all cultural diversity implemented at all levels and types of education.(Syarifah & Sirojuddin, 2024). From this ESD objective, one thing that needs to be considered more seriously is the development of human resources in this case is the quality of teachers. Quality teachers have at least four criteria, namely: competent in personality aspects, competent in social aspects, competent in pedagogical aspects and professionalism. (Fekih Zguir et al., 2021, p.92)

Many studies focus on teacher performance, in this case related to student learning achievement, but there are still few that discuss how teachers can actually become the best teachers in their institutions. This is important because teachers have the main role in the education process. There are some schools that have less competent teachers but some of their students can achieve brilliant achievements, conversely there are also schools that have professional (certified) teachers but their students have not been able to achieve optimally. Several factors that are considered to be able to influence the increase in teacher achievement include digital skills, social environment and leadership trust. Where a teacher gets encouragement from the environment and is motivated because he often interacts with many teachers outside his institution.

Several scientific research results also reveal that these three factors do have a significant influence on individual achievement in the educational aspect. This is also reinforced by Slameto quoted from (Harini et al., 2017, p.53). which shows that there are two factors that influence a person's academic achievement, namely internal and external factors. Internal factors consist of physical factors, psychological factors, and fatigue factors. While external factors are family, school, and community factors. In line with the above research from Ningsih's research,improving the conditions of the learning environment and substances that support the learning process will make the development of the Institution better (Aidina & Prihatsanti, 2018, p.72-85), especially if it involves all components of the Institution in strengthening organizing learning through models

and ideas from within the Institution that are its characteristics.In this study, the internal factor that is considered influential is digital competence where enthusiasm and the desire to adapt to the digital era environment indirectly affect the psychology of individuals who are enthusiastic about learning digital. While external factors that influence the improvement of teacher achievement are the social environment and leader trust.

Research on the importance of developing human resources and teacher competencies has also been conducted, such as research by Prayoga et al, with the results thatThe competency-based human resource development management model for ustadz in order to obtain quality ustadz must meet several criteria, namely: (1) academic qualifications (2) having personal, social and religious professional competencies and (3) having a noble personality and attitude, and practicing them in everyday life. (Prayoga et al., 2023, p.1-8). From here, environmental and competency factors can encourage teachers to carry out their duties optimally.

Recently, social media has published the results of research from one of ITB's lecturers, Dr. Adang Suwadi, that someone without AI will be eliminated by someone with AI. This phenomenon also applies in the world of education, especially in improving the competence of human resources involved in the learning process. (Holmes, Wayne & Fadel, Charles, 2019, p. 342) Teachers in the 80s are different from teachers in the 2000s. Learning innovation and the level of creativity in the classroom when teaching can be seen directly. Dr. Adang Suwadi's research focuses on the potential for change and the use of digital in education.(Myszewski, 2018, p. 107) The focus of his research is on the use of AI for data-based decision making in educational institutions, improving curriculum development, and identifying students at risk. By integrating digitalization, one of which is the use of AI, educators can create a more efficient and effective learning environment, which ultimately aims to improve educational outcomes and accessibility. However, each has advantages and disadvantages. (Holmes, Wayne & Fadel, Charles, 2019, pp.211). Teacher As a learning agent who becomes a facilitator, engineer, and motivator for their students, requires teachers to continue to improve their quality and professionalism. Teachers are the ones who can determine the high and low quality of education which has an impact on the strength and weakness of human resource competitiveness. (Juniarni et al., 2024, pp. 121)

Not only that, the leader's trust factor can also have an impact on enthusiasm and interest in performance. As the results of research from Nabila Rahma A who obtained the results that the correlation of leader trust with work engagement gave an effective contribution of 30%. The higher the leader's trust, the higher the work engagement of employees and vice versa. (Nabila Rahma Aidina, 2017, pp. 137-142). This study aims to assess the influence of digital skills, social environment and leader trust on teacher achievement as an asset of competitive advantage of

madrasahs. It is hoped that the results of this study can be used as one of the benchmarks of how madrasahs can develop teachers as human resources who are directly involved in improving their achievements and competencies.

RESEARCH METHODS

This study uses a quantitative method with a descriptive type. Primary data collection was obtained through an online questionnaire distributed to certified Islamic Religious Education (PAI) teachers, both ASN and Non ASN who teach in Junior High Schools in Malang Regency. The number of samples as respondents was 110 PAI teachers, both male and female. Secondary data was obtained from literature such as articles published in reputable journals and lists of teacher achievements in the Malang Regency service area. Data measurement was carried out using a Likert scale of 1-5. The results of the measurements were analyzed using the ordinal logistic regression analysis method (RLO) with SPSS version 22 as a tool to test the hypothesis.Based on the theory explained by Fahrmeir, Kneib, Lang, and Marx (2013,p.55) in the book "Regression: Models, Methods and Applications", ordinal logistic regression is used to predict the relationship between dependent variables of ordinal categories, (Fahrmeir et al., 2013, p.11) such of teacher achievement, and independent variables in the form of digital skills, social environment, and leader trust. The analysis process involves testing the validity and reliability of research items through validity tests as well as testing structural models using ordinal logistic regression parameters. The validity of the model is tested through indicators such as Chi-Square and Goodness-of-Fit, which make it possible to evaluate the extent to which the model matches the data

The focus of the research is to assess the influence of digital skills, social environment and leader trust as independent variables, and improvement of teacher achievement as dependent variables. The validity and reliability test of the instrument is carried out to ensure the accuracy of the data, by using the validity and reality test formula whose results as a whole the data are declared valid and reliable so that the next stage of testing can be carried out.

The normality test is carried out before the ordinal logistic regression (RLO) analysis, to ensure that the results obtained are valid and to avoid biased data. The results of the normality test obtained are in accordance with the total amount of incoming data. Furthermore, the results of the normality test can later support the hypothesis test to determine whether there is a positive influence between digital skills, social environment, and leaders' trust in teacher achievement significantly (Gojali Supiandi, 2022, p.61).

FINDINGS AND DISCUSSION

Reliability Testing

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.764	4

Reliability testing using Cronbach's Alpha produced a value of 0.764 for the four items tested. This value indicates that the instrument used has good internal consistency, which means that the items in the scale are consistently related to each other in measuring the same concept. With a value above the threshold of 0.7, this instrument is considered reliable enough to be used in further research or evaluation.

Distribution of answers

Table 1. Case Processing Summary

		N	Marginal Percentage
Teacher Achievement	1	2	1.9%
	3	59	53.6%
	4	46	41.8%
	5	3	2.7%
Valid		110	100.0%
Missing		0	
Total		110	

Table 1. Shows that the distribution information of answers from 110 respondents is all valid with the following categories: 1 (Strongly Disagree) as many as 2 respondents, 3 (Undecided) as many as 59 respondents, 4 (Agree) as many as 46 respondents and 5 (Strongly Agree) as many as 3 respondents (Harini et al., n.d.). Furthermore, a model suitability test was conducted using Ordinal Logistic Linear Regression (RLO) analysis with the data obtained as in the following table.

Suitability of the Model used

Table 2. Goodness-of-Fit

	Chi-Square	Df	Sig.
Pearson	153,237	324	.000
Deviance	137,492	324	.401

In table 2, the Chi-Square value decreased from 153,237 to 137,492 with a significance of 0.000, which is smaller than the alpha value, so that the ordinal logistic regression model is suitable for use as a tool in analyzing research data. To determine the magnitude of the influence of each measured variable, the Pseudo R-Square Value table can be used as follows.

Determination Coefficient Value

Tabel 3. Pseduo R-Square

Cox and Snell	Nagelkarke	McFadden
.484	.567	.345

In the table of values above, information is obtained about the suitability of the model used in the analysis of the coefficient of determination value. The most appropriate model is the Nagelkerke model with the highest Pseduo R-Square value. Digital skills, social environment and leader trust have an influence and correlation on teacher achievement of 56.7%. From a scale of 100, 43.3% is influenced by other variables not used in this study.

Wald Test

Table 4. Parameter Estimate

		Estimate	Std. Error	Wald	Df	Sig.	Lower Bound	Upper Bound
Threshold	[Y = 1]	4,871	1.190	16,767	1	.000	2,539	7.202
	[Y = 2]	9,823	1,544	40,490	1	.000	6,798	12,849
	[Y = 3]	16,047	2,419	44.021	1	.000	11,306	20,787
Location	X1	1.136	.056	5,987	1	.014	.027	.245
	X2	1,329	.096	11,786	1	.001	.141	.517
	X3	.352	.041	1,552	1	.103	-.030	.133

Based on the data above,alpha value is the constant variable value, (the constant variable can be seen in the Estimate column and in the Threshold row with values of 4,871, 9,823, and 16,047 respectively). While the value is the predictor variable value, if seen from the output above, the predictor variable can be seen in the Estimate column and in the Location row with values of 1,136, 1.329, and 0.352 respectively.

The results of the Wald parameter test above explainthat the digital expertise variable, the social environment variable and the leader trust variable are groups of variables that have a significant influence on increasing teacher achievement, because these variables have a significance value $<\alpha$ (0.05). From the table obtained, statistical reading can be explained as follows:

a. Model InterpretationIf the ordinal logistic regression model has been tested and the model results are good and the significance is real, then the data can be interpreted using the odds ratio test.
b. Odds of digital expertise aspect ratio $X_{(1)}\Psi = e^{1,136} = 3,697$. This can be interpreted that digital skills can influence the increase in teacher achievement by 3.697 times higher compared to teachers who do not have digital skills.
c. Odds ratio of social environmental aspects$X_{(2)}\Psi = e^{1,329} = 3.612$. This can be interpreted that the social environment influences the increase in teacher achievement 3.612 times higher compared to teachers who do not have a social environment.
d. Odds ratio of leader trust aspect $X_{(3)}\Psi = e^{0,352} = 0.957$. This can be interpreted that the leader's trust can influence the increase in teacher achievement by 0.957 times higher compared to teachers who do not have trust from the leader.

From the overall results, it can be explained that the three variables tested can be factors that need to be considered in increasing the competitive advantage of madrasas. Another thing that needs to be considered is the question that arises, why do digital expertise and social environment factors have a greater influence than the leader's trust factor in teacher achievement. This fact can be explained that in the digital era, every individual is required to be competent or expert in utilizing digital technology. (Gojali Supiandi, 2022, p.61) states that ease of access to digital technology today has a statistically positive effect on global transversal skills and virtues. (Kassab et al., 2024, p.91-102) also argues that all applications can facilitate human needs. This means that individuals who are not competent or digital experts will be left behind. Teachers who are not digital experts will be replaced by the presence of teachers who are digital experts. (Verhelst et al., 2023, p.502-525)

Internal and external factors on a person's performance are also often studied and researched. This is important because both can directly and indirectly affect a person's performance motivation. Dr. Thompson's Theory Z explains a comprehensive framework for understanding the relationship between environment and behavior. How individuals adjust their behavior based on their environmental circumstances can affect everything from social interactions to lifestyle choices and decision making. By integrating insights from various aspects such as psychology, Theory Z encourages a holistic approach to addressing social challenges. In line with Thompson, Dr. Carter provides a comprehensive framework with his E3 Model to understand the influence of diverse environments on learning ranging from socioeconomic to technological. (Thompson, L. H, 2023, p.161)

While the leader's trust factor is often cited as the main driver of employee/subordinate ethics. Recent research shows that leader trust will have a less significant impact than previously thought. The results of Dr. Michael L. Johnson's study in Organizational Behavior Quarterly (2023), several other factors that are more influential are job autonomy, teamwork, and rewards play a more substantial role in influencing work ethics. When someone feels appreciated and recognized for their efforts, their satisfaction increases, this shows that recognition accompanied by rewards can be a stronger morale booster than just a leader's trust in someone (Johnson, 2023). Similar to teachers, teachers who are given full trust in carrying out tasks tend to be more responsible. However, recognition and rewards for the performance carried out are much more meaningful than just in the form of attitudes. (Ayça, 2023,p.234)

From the research results obtained, it can be explained that the achievement of Islamic Religious Education (PAI) teachers will optimally provide a role for the Institution and bring the Institution forward if they have digital skills, are in a supportive social environment. The fulfillment of facilities with complete technology in schools, preparing various digital-savvy learning training can be a driving force to improve the skills of these PAI teachers. However, on the other hand, if the school is unable to prepare technological facilities and a supportive social environment, it is very possible that PAI teachers who have been certified and considered professional will become stagnant, not develop and far from the expected criteria for professional teachers. If this happens, it will have an impact on the quality of learning provided to students. Teachers and students who are equally competent will make schools superior and of high quality. As Carter explains in his book, the involvement of ecosystems and equality, educators and policy makers can create more effective and inclusive educational experiences, and emphasize that fair and equitable access in the learning environment will produce quality education. (Kassab et al., 2024, p.91). Quality education is what society dreams of. With quality education, schools will be said to be superior and competitive.

CONCLUSION

In the environment of educational institutions, internal and external factors are important to consider. Both can directly or indirectly affect work enthusiasm and the desire to learn. The correlation between digital skills, social environment (behavior) and leader trust with teacher achievement, especially Islamic Religious Education (PAI) teachers needs to be considered. Because how individuals adjust their behavior based on their environmental conditions can affect their daily lives and in the future. From the results of this study, data was obtained that digital skills,

social environment and leader trust have a correlation with increasing teacher achievement. The influence of the three variables studied was 56.7%. From a value of 100%, it can be said that more than 50% of teacher achievement is influenced by the three variables used in the study. The Odds ratio value of each variable is 3.69 for the digital skills aspect, 3.96 for the social environment aspect. While for the leader trust factor it is only 0.92 and is considered to have no effect because it is less than 1 time the level of influence. These results can be interpreted that increasing the achievement of Islamic Religious Education teachers at the Junior High School (SMP) level will be achieved if they have digital skills and are in a supportive social environment.

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