



Development of a Competency-Based Training Model for Child Friendly Pesantren Teams

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Albert*)

Universitas Deztron Indonesia Medan, Indonesia

E-mail: natsiralbert4@gmail.com

Zulfi Sesmiarni

UIN Sjech M.Djamil Djambek

Bukittinggi, Indonesia

E-mail: zulfanisesmiarni@iainbukittinggi.ac.id

Arman Husni

UIN Sjech M.Djamil Djambek

E-mail: armanhusni@uinbukittinggi.ac.id

*) Corresponding Author

Abstract: His study aims to develop a valid, practical and effective competency-based training model for Child-Friendly Pesantren Teams. The method used is the research and development method with the ADDIE model (Analyze, Design, Develop, Implementation, and Evaluation). The products development result and their validity value encompassing 1) Book model which explains the concept of a competency-based training model with the validity value was $K = 0,86$ (very high); 2) Trainer's guidance book in which its' validity value achieving $K = 0,88$ (very high); and 3) Trainees' book which achieved the score of $K=0,87$ (very high). It was proved that the model that has been developed was very practical with the average value of $K=0,95$ (very high), and could significantly increase participants' competency in comprehending the training materials of with a sig value of $0.00 < 0.05$. It is concluded that the developed model proved to be valid, practical, and effective. This research implies that the PE-ADI model is feasible to be applied in training child friendly pesantren teams. It is recommended that 1) the child friendly pesantren teams at the central and provincial levels socialize that training model to pesantren in Indonesia; 2) the implementation of the training model follows the references in the model's book, trainer's book and participants' book.

Abstrak: Penelitian ini bertujuan untuk mengembangkan model pelatihan berbasis kompetensi yang valid, praktis, dan efektif bagi Tim Pesantren Ramah Anak. Metode yang digunakan adalah metode penelitian dan pengembangan (R&D) dengan model ADDIE (Analyze, Design, Develop, Implementation, and Evaluation). Hasil pengembangan produk dan nilai validitasnya mencakup: 1) Buku model yang menjelaskan konsep model pelatihan berbasis kompetensi dengan nilai validitas $K = 0,86$ (sangat tinggi); 2) Buku panduan pelatih dengan nilai validitas $K = 0,88$ (sangat tinggi); dan 3) Buku peserta dengan nilai validitas $K = 0,87$ (sangat tinggi). Model yang dikembangkan terbukti sangat praktis dengan nilai rata-rata $K = 0,95$ (sangat tinggi), dan secara signifikan dapat meningkatkan kompetensi peserta dalam memahami materi pelatihan dengan nilai signifikansi $0,00 < 0,05$. Kesimpulannya, model yang dikembangkan terbukti valid, praktis, dan efektif. Penelitian ini menyiratkan bahwa model PE-ADI layak diterapkan dalam pelatihan tim pesantren ramah

anak. Rekomendasinya adalah:1) Tim pesantren ramah anak di tingkat pusat dan provinsi perlu mensosialisasikan model pelatihan ini ke pesantren-pesantren di Indonesia;2) Pelaksanaan pelatihan sebaiknya mengikuti acuan dari buku model, buku pelatih, dan buku peserta.

Keywords: *Child-Friendly Pesantren Teams, Competency-Based Training, Training Model, Islamic Education, Educational Development*

INTRODUCTION

Pesantren is one of the Islamic educational institutions in Indonesia. In contrast to religious education institutions such as madrasah, pesantren has a unique education system. Abdurrahman Wahid calls the uniqueness of pesantren education a subculture, while Zamakhsari Dofler calls it a pesantren tradition. The uniqueness of pesantren education lies in the elements that form its tradition such as mosques, *pondok*, *santri*, *kiai* and *kitab kuning* in addition to typology, objectives, functions, learning principles, curriculum, and learning methods.(Azra,2012;Hasan,M.;Albert,2024; Yusuf, A. et.al.,2024).

The Government of the Republic of Indonesia has given formal legal affirmation to pesantren education through Law No. 18/2019. In article 26 paragraph 1 of the law, it is stated that to guarantee the quality of pesantren education, a quality assurance system is required. In paragraph 2, it is stated that the function of quality assurance is to protect the independence and distinctiveness of pesantren and realise quality pesantren education.

In 2020, the government of the Republic of Indonesia through the Ministry of Women's Empowerment and Child Protection and the Ministry of Religious Affairs rolled out the child-friendly pesantren programme. Both ministries have published guidelines and guidebooks for child-friendly pesantren. Child-friendly pesantren is the embodiment of child-friendly education into the context of pesantren education. Child-friendly education is based on the principles of provision, protection and participation. Provision is the availability of student needs such as affection, food, drink,

health care and recreation. Protection is the protection of children from threats, discrimination, abuse and policies that harm children's rights. Participation is the right of children to express opinions, ask questions, argue and play an active role. (Erni,2020; Salim;2020;Fitriani.et.al,2021;Natsir,2022;Sapto no,B.,2022; Zulmuqim,2023

In the guidebook for child-friendly pesantren, it is explained that to implement the child-friendly pesantren programme, pesantren educational institutions must have a child-friendly pesantren team (PRA team). The task and function of the team is to implement the child-friendly pesantren programme in the pesantren where the team works. The team is also the implementation agent of child-friendly pesantren. PRA team members in each pesantren must have competence so that the PRA programme can run as planned.

In his research, Albert et.al (2023) found that the implementation of the child-friendly pesantren (PRA) programme launched by the Ministry of Religious Affairs and the Ministry of Women's Empowerment and Child Protection from 2020 to 2022 has not run optimally. Among the causes is that the PRA team that has been formed in each pesantren does not have the required competencies and has not received training that can improve their competencies. The training that has been given to the PRA team cannot be said to be a training model. The training obtained is only socialisation and monologue. Several resource persons delivered the material in the child-friendly pesantren guidebook and participants listened and asked questions. With this background, a competency-based training model for child-friendly pesantren teams was

developed. The training model developed was named the PE-ADI training model developed from the competency-based training model.

Competency-based training is training that aims to provide the knowledge, skills and attitudes required by trainees in carrying out tasks or jobs where they work. Conceptually, competency-based training is not new. Blank in 1982 introduced the concept of competency-based training. According to him, the principles of competency-based training are (1) Identifying and describe the type of work; (2) Determining the qualifications of participants; (3) Identifying and verify the tasks to be done; (4) Analyzing the tasks to be done while determining the knowledge and skills needed for the task; (5) Determining the objectives of the work to be done; (6) Sequencing the task descriptions and objectives; (7) Developing tests for performance assessment; (8) Conducting written tests to assess performance; (9) Developing a draft for the learning guide; (10) Piloting test and revising the learning guide; (11) Developing a learning management system; (12) Implementing and evaluating the training process.

(Blank, W.E, 1982; Rosset, A., 1987; Brown, et.al, 1994; Hodge, S., 2007; Fadriati, F., 2020; Danhas, 2021).

Furthermore, Brown (1994) developed competency-based training into 13 steps, as follows: (1) Detailing the competencies that are the subject matter of the training; (2) Measuring the initial abilities of participants; (3) Identifying and verify the tasks in a job; (4) Analyzing the skill demands in a job and add the required knowledge; (5) Analyzing the tasks in a job and add the required knowledge; (6) Formulating the final objectives of the programme; (7) Sequencing tasks and training objectives; (8) Conducting examinations in the form of action tests; (9) Developing written tests; (10) Developing training manuals in the form of syllabi and lesson plans, (11) Conducting trials, field tests, and revising the manuals; (12) Developing training management systems; (13) Implementing and evaluating training

programmes. Brown also adds the need to analyse the skills required in a job and the additional knowledge needed. According to him, this point is placed in step 4 before analysing job tasks.

Sulipan (2009) more operationally details the steps of Competency Based Training as follows: (1) Determining training objectives (competency standards); (2) Inventing the knowledge, skills and work attitudes required by a competency; (3) designing a training strategy; (4) preparing training materials and facilities; (5) Selecting strategies, approaches, methods and techniques of training and testing; (6) Selecting reliable instructors; (7) Developing a training schedule; (8) Carrying out the training process; (9) Testing/assessment; (10) awarding certificates.

Fadollah (2016) explains the differences between competency-based training and training using traditional or conventional approaches as follows : (1) trainees obtain higher test scores after the competency-based training process, (2) success in obtaining learning experiences for participants is felt more quickly, so that learning motivation is high, (3) participants feel comfortable participating in training and accompanied by an increased self-concept, (4) low learning outcomes can be improved, as well as dropout rates can be reduced, (5) participants are more responsible for themselves, (6) trainers or instructors can better serve participants according to their needs, even if the trainer or instructor has a breakdown, the programme can still run well, (7) participants are more busy with their respective tasks rather than doing things that are less useful.

Competency-based training (CBT) will be better than conventional content-based training if developed carefully. In addition, CBT also has other advantages so that it can be said to be a more effective and efficient training compared to other conventional training programmes (Hodge, Sv, 2007; Hidayat, A, 2015; Hidayat, M.T, 2016; Pribadi, A.B. 2020).

Some previous researches on the development of competency-based training models are (1). "Pengembangan Model Pelatihan

PLC Berbasis Kompetensi pada Karyawan PT. Bukaka Teknik Utama Jakarta" by Taufik Hidayat (2015). The purpose of this research is to (a) Develop an effective competency-based PLC training model to be applied at the training centre of PT Bukaka Teknik Utama Jakarta; (b) Know the quality of the competency-based PLC training model; (c) Know the quality of the resulting training model device. This research produced a competency-based PLC training model containing PLC programming material starting from basic to advanced programming. This training model still needs development in a broader scope so that it can continue to be refined and deserve to be a training model that is ready to be used in training activities in the industry.(2). "*Model Pendidikan dan Pelatihan Berbasis Kompetensi bagi Widyaiswara Muda*" by Asep Iwa Hidayat (2015). The purpose of the study was to obtain a choice of education and training models that can support the improvement of widyaiswara competence, especially the ability of young widyaiswara in carrying out their main duties and functions. This research shows: (1) The implementation of education and training for widyaiswara which has not been effective, because it has not shown an increase in widyaiswara competence in accordance with the objectives of the training, is still conventional and not proportional; (2) The competency-based education and training model is prepared as a training approach, focusing on practical activities in its implementation, as well as a learning innovation; (3) "*Pelatihan Berbasis Kompetensi sebagai Program Pengembangan Sumber Daya Manusia*" by Nike Kamarubiani (2012). This research is motivated by the human resources working in hospitality today are still said to be unable to compete in global competition so that special treatment needs to be done to improve the quality of these Human Resources The study produced an open design training model. The training model focuses more on increasing creativity, expression, sensitivity, and innovation development. The results of the study show that the open design training model can improve the

quality of competency mastery, quality of work, and productivity of the participants.

The Previous researchers focused their research topics on how competency-based training steps are implemented in training activities. The goal was to find a training model that would increase human resource competency. From previous research findings, steps for competency-based training that can be implemented to improve human resource competencies were obtained. It also identified alternative models developed from existing competency-based training models.

In this study, the researcher developed a competency-based training model that can be implemented by the team developing the child-friendly pesantren. The result of this study is a competency-based training model with a product in the form of model, guidance and training books. The relevance of previous research with the current study is related to the adjustment and development of planning, process, and evaluation steps in competency-based training. The purpose of this study is to continue the study of developing a competency-based training model with content, objectives, targets, and competencies to be achieved by the team of child-friendly pesantren.

The PE-ADI training model is generally a training model that aims to improve the competence of trainees in accordance with the objectives of the training, by applying the stages of (1) Concept Understanding, (2) Concept Exploration, (3) Concept Actualisation, (4) Demonstration, and (5) Improvisation. Like a model, the PE-ADI training model is equipped with a Handbook or Guide for Trainers as facilitators in the training process and a Handbook for Trainees containing training materials. The procedure for implementing the PE-ADI Model training is organised in detail in the form of syntax. The training process consists of preparation, implementation and closure.

The purpose of the PE-ADI training model is to standardise the training process for trainees so that it is optimal, measurable and has an impact

on trainee competences. The expected impact is the specification of the PE-ADI training model is the compatibility of the training materials and processes with the outputs or objectives to be achieved. The objectives to be achieved are related to the competencies of the trainees that are directly related to the functions, responsibilities and tasks that must be completed personally in an organisation.

The specification of the PE-ADI training model is the compatibility of the training materials and processes with the outputs or objectives to be achieved. In general, the specifications and characteristics of the PE-ADI model consist of systematic and coherent steps in the process of implementing a training programme. These steps are translated into a flexible training syntax.

METHOD

This research was a kind of research and development with a Model Analysis, Design, Development, Implementation, and Evaluation (ADDIE) approach was used to develop the model of training guidance for trainer and training materials for participants (Kaufman D et al., 2016). The interview guidance, the questionnaire, product validation questionnaire, product practicality questionnaire, and test result sheet which was used to determine the level of effectiveness of implementing the PE-ADI model of training guidance, training materials of belonged to the data primary. Each instrument was validated by several experts in their respective fields. While secondary data were collected through a literature study. Qualitative data was presented in tabulated form, and quantitative data was analyzed by calculating the Kappa moment coefficient for validity and practicality, and the independent t-test was used to see the effectiveness (Wahyudi.I et al., 2020).

RESULTS AND DISCUSSION

The results of the need analysis towards the developing competency-based training model indicated: 1) it was needed a model of

training guidance and materials of training for child friendly pesantren teams; and 2) to apply the training model, it was needed the model book, the trainers's guidance book, and the trainees' book. The results of the needs analysis have been used as the basis for designing the three types of books as the products of this research. The results of expert validation of the three products according to the value of the moment coefficient Kappa (K) was very high at the value of 0,87. The result is displayed in detail through Table 1 below:

Table 1
Product validation results according to Kappa coefficient moment (K)

No	Product Development	K	Category
1	Book of model	0,86	Very High
2	Book of trainer's guide	0,88	Very High
3	Book of trainees' guide	0,87	Very High
Average		0,87	Very High

Source : Analyze result, 2023

The results of the practicality of the Kappa moment according to the trainer and the observers were K= 0,95 (very high), and the trainees' were K=0,96 (very high). The average value of the practicality of the Kappa moment was 0,95 (very high) as displayed in Table 2 below.

Table 2
Practical test results in Kappa coefficient moment (K)

Evaluator				Average K	Note
Trainer And Observres		Trainees			
Value K	Note	Value K	Note	0,95	Very High
0,95	Very High	0,96	Very High		

Source: Analyze result, 2023

The results of the effectiveness of the model were carried out by conducting a pre-test and post- test to thirty (30) training participants. The data obtained are presented in the following

Table 3 below.

Table 3
Practical test results in Kappa coefficient moment (K)

Data Proses	Before	After
N	Valid 30	30
	Missing 0	0
Mean	63,93	87
SD	10,96	5,07
Minimum Value	35,00	79,00
Maximum Value	87,00	99,00
Summary	1918	2613

Source: Analyze result, 2023

Table 3 above shows the distribution of data from pre-test and post-test results that were tested on trainees. It can be seen that there is no missing data and all valid data is 30. The total average value after the model is used is 79. This value is higher than the average value before the model is used, which is = 35. The total value after using the model is 2613. This value is higher rather than before the use of the model, which is 1918.

Normality test results obtained sig alpha $0.154 > 0.05$ in the class before and sig alpha $0.193 > 0.05$ in the class after. This means that the two (2) classes are normally distributed. Homogeneity test results obtained sig alpha value $0.375 > 0.05$, which means the data is homogeneous. The results of the independent t-test showed that Asymp. Sig $0.00 < 0.05$ for both groups. This means that there has been a significant improvement in the training participants' knowledge after taking training using the PE-ADI training model. This research resulted a development of competency based training named PE-ADI training model. PE-ADI training model is a training model that can be implemented to improve child friendly pesantren teams' competences in the pesantren where they work.

CONCLUSION

It is concluded that the PE-ADI model resulting from the development proved to be valid, practical, and effective. This model is feasible to be applied to training guidance and materials of

training for child friendly pesantren teams. The products of this model which consist of a model book, the trainer's guidebook, and training trainees' book provide a practical contribution, especially providing convenience for task forces who are concerned with efforts to implement child friendly pesantren program.

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