

Enhancing Teacher Professionalism through Amaliyatu-t-Tadris Practices: A Study of Final-Year Students at Kulliyatul Mu'allimat Al-Islamiyah

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ABSTRACT

This study investigates the influence of *Amaliyatu-t-Tadris* activities on the professionalism of prospective teachers at *Kulliyatul Mu'allimat Al-Islamiyah*. The research was motivated by the increasing need for qualified teachers in Indonesia and the crucial role of Islamic boarding schools in preparing future educators. Using a quantitative approach with a regression design, primary data were collected from final-year students through a four-point Likert-scale questionnaire. The findings indicate that all items in the questionnaire were valid and reliable, with a Cronbach's alpha of 0.923 for *Amaliyatu-t-Tadris* and 0.915 for teacher professionalism. The Pearson correlation test revealed a strong positive relationship between *Amaliyatu-t-Tadris* activities and teacher professionalism ($r = 0.811$, $p < 0.01$). The regression analysis further showed that *Amaliyatu-t-Tadris* accounted for 65.8% of the variance in prospective teachers' professionalism. These results demonstrate that structured microteaching practices embedded in *Amaliyatu-t-Tadris* effectively enhance pedagogical competence, classroom management, communication skills, and professional ethics. The study highlights the significance of integrating practice-based training into teacher education programs in Islamic institutions to cultivate professionalism and educational quality.

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Introduction

According to data from the Central Statistics Agency (BPS) in 2022, the number of teachers in Indonesia is approximately 3.1 million people, consisting of 2.5 million public (state) school teachers and 600 thousand private school teachers. This figure remains far short of the ideal requirement, which is approximately 4.2 million teachers. This shortage hinders the efforts of individuals from low and middle-income backgrounds to receive quality education. Based on UNESCO data in the 2016 Global Education Monitoring (GEM) report, the quality of education in Indonesia ranked 10th out of 14 developing countries, while teacher quality ranked 14th out of 14 developing countries globally (Alifah, 2021). Furthermore, the Programme for International Student Assessment (PISA) survey results, which serve as a global benchmark for educational quality, show that Indonesia ranks near the bottom, specifically 72nd out of 78 participating countries (Fajar et al., 2017). In addition to the shortage, another issue impeding educational progress in Indonesia is the low quality of teachers. Teacher quality is often assessed based on competence, professionalism, and welfare.

Teacher professionalism has become a central and widely discussed issue in the educational sector. Society demands that teachers possess strong competence and capability (Priatna, 2017). Current problems facing teachers, however, include a lack of motivation in teaching, inadequate preparation for learning, and insufficient academic understanding, all of which contribute to a decline in overall teacher quality (Fitria et al., 2019). In this era of globalization, the professionalism of teachers or educators faces unique challenges. To meet the demands of globalization, the education system requires human resources with robust character and high competitiveness. (Ula & Nganjuk, 2019). These issues underscore the need for continuous teacher competency development. The constantly evolving educational landscape necessitates appropriate approaches. Enhancing teacher professionalism constitutes an effort to improve the teacher's ability, knowledge, and attitude in executing their duties as educators.

Research concerning Amaliyah Tadris (Teaching Practice) highlights the critical role of this activity in equipping santri (students, often in an Islamic boarding school context) and pupils to become competent and professional teachers. Ayu Selpiana (2023) analyzed the influence of Amaliyah Tadris on 12th-grade santri at Al-Azhar Lubuklinggau Islamic Boarding School (Ayu Selpiana, 2023). Mustaqim Billah (2024) focused on developing teacher pedagogical competence through Amaliyah Tadris (Billah & Amani, 2024), while Yongki Ade Pranoto (2022) investigated the enhancement of santri's pedagogical competence (Pranoto, 2022). Nurnaesih et. al (2024) discussed the implementation of the Amaliyah Tadris curriculum to prepare santri as professional teachers (Salafi, 2024), and Akrim Mariyat and colleagues (2020) examined the formation of teachers' social competence (Mariyat & Saifulloh, 2020). Finally, Rangga Abdul et. al (2024) explored the impact of Amaliyah Tadris on the professionalism of alumni from Darussalam Gontor

Modern Islamic Boarding School (Abdul et al., 2024). All these studies underscore the vital function of Amaliyah Tadris in teacher education.

Amaliyah Tadris refers to teaching practice carried out by santri or prospective teachers within an Islamic educational context. This activity is designed to provide direct teaching experience, which is essential for the development of pedagogical skills. This study aims to answer the main question of whether there is a significant influence of the Amaliyyatu-T-Tadris activity on the professionalism of prospective teachers. Specifically, the research seeks to identify and analyze the extent to which Amaliyah Tadris activities affect prospective teacher professionalism. This professionalism encompasses pedagogical competence, classroom management skills, communication skills, and professional ethics. The study is significant for providing insights into the effectiveness of Amaliyah Tadris in preparing future teachers. The findings are expected to offer recommendations for curriculum development and educational programs in pondok pesantren (Islamic boarding schools) and other educational institutions. The research questions in this study are focused on the influence of Amaliyah Tadris activities on prospective teacher professionalism, which is a crucial aspect of improving educational quality within the pesantren environment.

This study proposes two hypotheses: the Null Hypothesis (H₀) and the Alternative Hypothesis (H_a). Null Hypothesis (H₀): This statement posits that there is no significant influence of Amaliyyatu-T-Tadris on the professional attitude of prospective teachers. If H₀ is accepted, it can be concluded that Amaliyyatu-T-Tadris does not contribute to the development of prospective teachers' professional attitude. Alternative Hypothesis (H_a): This statement posits that there is a significant influence of Amaliyyatu-T-Tadris on the professional attitude of prospective teachers. If H_a is accepted, it can be concluded that Amaliyyatu-T-Tadris positively contributes to the development of prospective teachers' professional attitude. Overall, this research aims to explore and test the relationship between practical teaching experience and the professional attitude of prospective teachers, which is essential for ensuring the quality of education provided to students in the future. The results of this study are expected to provide insights for curriculum development and training programs for prospective teachers.

Methods

Fundamentally, research encompasses all information that has been established by the researcher for study, with the aim of seeking a solution to a problem. A research variable can be defined as a feature or characteristic value of an individual, object, or activity that undergoes a specific variation, which is determined by the researcher to be examined and subsequently used to draw conclusions. It is impossible to conduct research without variables. However, there are many things that cause us to forget about what a variable is, how it operates, and what types of variables exist in research.

Numerous questions arise, which is why correctly dissecting variables is crucial (Nilda, 2020). This study utilizes only two variables, namely X and Y. The *Amaliyatu-t-Tadris* activity serves as Variable X, and Prospective Teachers' Professionalism serves as Variable Y.

The researcher employs a quantitative approach using regression with probability sampling. Accordingly, this study involves the collection and objective analysis of quantitative data from all data segments using the statistical testing technique of SPSS for Windows. Quantitative research, consistent with the positivist view as described by Sugiyono, is utilized to test hypotheses that have been formulated a priori, Data collection in this study is performed using quantitative methods and statistical analysis. The population or sample used in this research is selected based on relevant criteria (Sugiyono, 2020).

For this specific study, the researcher included all students of Kulliyatul Mu'allimaat Al-Islamiyah, totaling 277 students, and utilized a sample consisting of all final-year KMI students, totaling 46 students. The data collection technique involved distributing questionnaires that contained a Likert scale of 1-4. The questionnaire completion process involved distributing the questionnaires with an explanation of the study and the procedure for filling out the instrument. The students then completed the questionnaires according to their choices, followed by the collection of the questionnaires, which were subsequently processed using SPSS.

Validity Test: The formula that can be used in the validity test is:

$$r_{\text{count}} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum x^2) - (x^2)][n(\sum Y^2) - (\sum Y^2)]}}$$

Reliability Test: The determination of item reliability established in this study utilizes the Alpha formula as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum ab}{at} \right)$$

Bivariate Pearson Correlation Test: The Bivariate Pearson correlation test requires that the data distribution be linear. Additionally, the data variance must be equal (equal assumed). The Bivariate Pearson correlation formula (r_{xy}) is:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Results and Discussion

1. Validity

The stipulation for the validity test in this study is that if $r_{\text{count}} > r_{\text{table}}$ the item is declared valid. The criterion for the r_{table} at a significance level of $\alpha = 5\%$ where $N-2=46-2=44$ is obtained from an r_{table} value of 0.297. The results of the questionnaire validity test in this study are as follows:

Table 1. Results of the Validity Test for *Amaliyatu-t-Tadris* or Variable X

Item	r-hitung	r-tabel	Description
P.1	0,751	0,297	VALID
P.2	0,696	0,297	VALID
P.3	0,702	0,297	VALID
P.4	0,554	0,297	VALID
P.5	0,659	0,297	VALID
P.6	0,607	0,297	VALID
P.7	0,493	0,297	VALID
P.8	0,556	0,297	VALID
P.9	0,651	0,297	VALID
P.10	0,562	0,297	VALID
P.11	0,445	0,297	VALID
P.12	0,579	0,297	VALID
P.13	0,656	0,297	VALID
P.14	0,623	0,297	VALID
P.15	0,503	0,297	VALID
P.16	0,546	0,297	VALID
P.17	0,632	0,297	VALID
P.18	0,681	0,297	VALID
P.19	0,600	0,297	VALID
P.20	0,531	0,297	VALID
P.21	0,641	0,297	VALID
P.22	0,537	0,297	VALID
P.23	0,666	0,297	VALID
P.24	0,669	0,297	VALID

Based on the explanation in the table, it can be concluded that the r_{count} value for every statement or questionnaire item for the *Amaliyatu-t-Tadris* activity variable is greater than the r_{table} 0,297. Thus, it can be stated that all statements in the questionnaire regarding Variable X, the *Amaliyatu-t-Tadris* activity, are declared valid and can therefore be used to measure respondents' perceptions of the *Amaliyatu-t-Tadris* activity.

Table 2. Results of the Validity Test for Prospective Teachers' Professionalism

Item	r-hitung	r-tabel	Description
P.25	0,552	0,297	VALID
P.26	0,584	0,297	VALID
P.27	0,584	0,297	VALID
P.28	0,520	0,297	VALID
P.29	0,633	0,297	VALID
P.30	0,569	0,297	VALID
P.31	0,831	0,297	VALID
P.32	0,680	0,297	VALID
P.33	0,640	0,297	VALID
P.34	0,845	0,297	VALID

Item	r-hitung	r-tabel	Description
P.35	0,548	0,297	VALID
P.36	0,648	0,297	VALID
P.37	0,780	0,297	VALID
P.38	0,860	0,297	VALID
P.39	0,545	0,297	VALID
P.40	0,498	0,297	VALID
P.41	0,773	0,297	VALID
P.42	0,390	0,297	VALID
P.43	0,509	0,297	VALID
P.44	0,411	0,297	VALID

Based on the table, it can be concluded that the r_{count} value for every item of the professionalism variable questionnaire is greater than the r_{table} value of 0.297. Thus, it can be stated that all statement items in the professionalism variable questionnaire are declared valid and can accurately measure respondents' perceptions of professionalism.

2. Reliability

The reliability test uses Cronbach's Alpha. A construct or variable is called reliable if it yields a Cronbach's Alpha > 0.60 . The results of the questionnaire reliability test in this study are shown in the tables below:

Table 3. Results of the Reliability Test for *Amaliyatu-t-Tadris*

Cronbcah's alpha	N of items
0.923	24

Table 4. Results of the Reliability Test for Professionalism

Cronbcah's alpha	N of items
0.915	20

Based on the table, Variable X, the *Amaliyatu-t-Tadris* activity, has a Cronbach's Alpha value of 0.923, while Variable Y, prospective teachers' professionalism, has a Cronbach's Alpha value of 0.915. The reliability test results indicate that the variable questionnaires have a Cronbach's Alpha value > 0.60 . Therefore, it can be concluded that the data obtained from the questionnaires for the *Amaliyatu-t-Tadris* activity variable and prospective teachers' professionalism are reliable, meaning the questionnaire data are trustworthy and consistent.

3. Bivariate Pearson Correlation

Table 5. Correlations Description

	<i>Amaliyatu-t-Tadris</i>	Prospective Teachers' Professionalism
<i>Amaliyatu-t-Tadris</i>	Pearson correlation	1
	Sig (2-tailed)	.000
	N	46
Prospective Teachers' Professionalism	Pearson correlation	.811**
	Sig (2-tailed)	.000
	N	46

The interpretation of this table using the Pearson correlation method yields a Sig value of $0.000 < 0.05$. Thus, it can be concluded that there is a significant relationship between the *Amaliyatu-t-Tadris* activity and prospective teachers' professionalism among final-year students of Kulliyatul Mu'allimaat Al-Islamiyah. The correlation coefficient value of 0.811 indicates a positive relationship between the *Amaliyatu-t-Tadris* activity: the better the *Amaliyatu-t-Tadris* activity, the better the professional attitude of the prospective teachers. Furthermore, the correlation coefficient value of 0.811 also indicates a very strong strength of relationship between the *Amaliyatu-t-Tadris* activity and prospective teachers' professionalism.

4. Regression Prerequisite Test: Normality Test

Table 6. One-Sample Kolmogorov-Smirnov Test

	Understandardized Residual	
N	46	
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.31008537
Most Extreme Differences	Absolute	.123
	Positive	.116
	Negative	-.123
Test statistic	.123	
Asym Sig.(2-tailed)	.078 ^c	

a. Test distribution is Normal b. Calculated from data c. Lilliefors Significance Correction

The interpretation of the data in the table above is that the normality test using the Kolmogorov-Smirnov method yields a Sig value of $0.78 > 0.05$. Therefore, it can be concluded that the data is normally distributed.

5. Simple Regression Analysis

Table 7. Variables Entered/Removed

Model	Variable Entered	Variable Removed	Method
1	<i>Amaliyatu-t-Tadris</i>		Enter

a. Dependent Variable: profesionalitas

b. All requested variable entered

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.811 ^a	.658	.650	2.336

a. Predictors: (constant), *Amaliyatu-t-Tadris*

6. Interpretasi: koefisien Determinasi (R²)

The Coefficient of Determination R² value is 0.658, which indicates that the *Amaliyatu-t-Tadris* activity can explain 65.8% of the variation in prospective teachers' professionalism among final-year students of Kulliyatul Mu'allimaat Al-Islamiyah. The remaining 34.2% may be influenced by other variables outside this research model.

Table 9. ANOVA

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	461.597	1	461.597	84.576	.000 ^b
Residual	240.142	44	5.458		
Total	701.739	45			

a. Dependent Variable: Professionalism b. Predictors: (Constant), *Amaliyatu-t-Tadris*

7. Interpretation: F Test

The F_{count} value is 84.576 with a significance value of 0.000. At a significance level of 5% or 0.05 and df = (2-1):(64-2) = 1; 62, the F_{table} value is 4.00. Since the F_{count} value is 84.576 > F_{table} value of 4.00 and the significance value is 0.000 < 0.05, it can be concluded that the regression model is declared a very good and robust model. The model is highly suitable for use.

Table 10. Coefficients

Model	Understandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	32.704	4.904		6.669	.000
<i>Amaliyatu-t-Tadris</i>	502	.055	.811	9.197	.000

a. Dependent Variable: Professionalism

7.1. Interpretation 1: Regression Equation

The two equations can be explained as follows:

- (1) The constant in this study has a value of 32.704. This indicates that if Variable X (*Amaliyatu-t-Tadris* activity) has a value of 0, then the value of the dependent variable or Variable Y (prospective teachers' professionalism) of the final-year students of Kulliyatul Mu'allimaat Al-Islamiyah is 32.704 units, assuming other factors outside Variable X are held constant.
- (2) The regression coefficient for the *Amaliyatu-t-Tadris* activity or X variable is 0.502. This means that when Variable X (*Amaliyatu-t-Tadris* activity) increases by one unit, the prospective teachers' professionalism or Variable Y of the final-year students of Kulliyatul Mu'allimaat Al-Islamiyah increases by 0.502 units. This statement implies a strong positive influence of the *Amaliyatu-t-Tadris* activity on prospective teachers' professional attitude. Therefore, it can be concluded that the better the *Amaliyatu-t-Tadris* activity, the better the professional attitude of the prospective teachers among the final-year students of Kulliyatul Mu'allimaat Al-Islamiyah, providing them with essential preparation for becoming teachers and teaching in an educational institution.

7.2. Interpretation 2: t Test

Based on the regression analysis calculation of the influence of the *Amaliyatu-t-Tadris* activity on prospective teachers' professionalism among final-year students of Kulliyatul Mu'allimaat Al-Islamiyah, the t_{count} value is 9.197 and the significance value is 0.000. Meanwhile, the t_{table} value is 1.999, obtained from the t_{table} with $df (N-k) = 64 - 2 = 62$. Since the t_{count} value of 9.197 > t_{table} value of 1.999 and the significance value of 0.000 < 0.05, it can be concluded that H_a is accepted. This means there is a significant influence of *Amaliyatu-t-Tadris* on the professionalism of prospective teachers among the final-year students of Kulliyatul Mu'allimaat Al-Islamiyah.

8. Discussion

The urgency of the *Amaliyatu-t-Tadris* activity is to ensure that the students know how to become a proper teacher. A proper teacher is a professional teacher. Ideally, a professional teacher is one who thirsts for knowledge and experience in teaching. All its activities support and require final-year students to always learn and seek experience. Thus, prospective teachers here are educated to become professional individuals with uncompromising quality. This is because the modern Islamic boarding school is an institution that produces excellent educators to become teachers in their respective areas. As fresh graduates alumni, they are required to perform community service. Since most of this service involves teaching, they need to be prepared as professional prospective educators in their places of dedication.

A professional teacher certainly possesses high quality. This quality means that before becoming a teacher, one must prepare to possess declarative knowledge, which is

knowledge about facts, data, and information that can be expressed verbally or in the form of statements. Teachers must also know how to do something in a learning process. Teachers must also be accustomed to understanding the conditions of when and why a strategy should be used and when it should not be used. This is because a teacher's experience provides knowledge and learning for the teacher themselves.

Prospective teachers must master subjects such as literature review, religious studies, and general science studies. These three items greatly assist prospective teachers in preparing themselves to become true teachers, high-quality teachers, and teachers who do not underestimate the importance of knowledge.

The teacher's attitude must be prepared, structured, and practiced before becoming a teacher, namely while they are final-year students. They are prospective teachers who have been prepared with the habits and attitudes necessary to face future challenges—a form of small training so they are not surprised later when they become real teachers. Teachers must be polite to others, ethical according to norms, always be grateful for everything given by God, and possess religious values so that a teacher can later become an example (*uswah*) for their students.

Prospective teachers must possess skills and proficiencies before becoming teachers. Hard skills and soft skills are both crucial things needed when a teacher carries out their duties and must be mastered completely. However, upon becoming a teacher, they must continuously learn and improve themselves to become better, thereby supporting their progress toward becoming a professional teacher.

The estimation and interpretation from the questionnaires that have been distributed and processed state that there is a very significant influence of the *Amaliyatu-t-Tadris* activity on the professionalism of prospective teachers among the final-year students of Kulliyatul Mu'allimaat Al-Islamiyah.

This study is naturally different from previous research. The theory used also differs. Previous research conducted by several researchers certainly has unique characteristics in each study. In earlier research, many focused on the influence of this activity on students' potential. Overall, they discuss the same main theme, which is *Amaliyatu-t-Tadris* and several related discussions on the influence of *Amaliyatu-t-Tadris*.

For a prospective teacher to be considered professional, the *Amaliyatu-t-Tadris* factor is the main determinant. Not only that, but there are many supporting factors to become professional, such as serving as a teaching assistant during afternoon lessons. This can serve as a minimal form of in-class teaching training. Interest and motivation can also be considered supporting factors, because without these two things, a teacher cannot teach with sincerity, and thus, the learning process would not be able to run well as expected.

Conclusion

The validity test results indicate that all questionnaire items concerning the activity and prospective teachers' professionalism were declared valid. The reliability test showed that the questionnaire data were trustworthy. The Bivariate Pearson correlation analysis demonstrated a significant relationship between the AmaliyahTadris activity and prospective teachers' professionalism. The regression test indicated that the AmaliyahTadris activity can explain 65.8% of the variation in prospective teachers' professionalism. This study confirms that there is a significant influence of the AmaliyahTadris activity on prospective teachers' professionalism. The findings of this research are expected to provide recommendations for the development of educational programs in pondok pesantren and other educational institutions. The activity is not the sole determinant of prospective teachers' professionalism; there is another 34.2% attributable to other factors outside of this activity that influence prospective teachers' professionalism.

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