

Development Teacher's Performance of Construct Reliability and Avarice Variance Extracted Measurement Instruments of Certified Islamic Education Teacher's

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Abstract

The purpose of the study: The study to produce performance measurement instruments for Islamic education teachers has certified teachers. Research objectives: Research to produce performance measurement instruments for Islamic education teachers has teacher certification. Research Methodology: Research using quantitative methods of the Amos model. Participants were 202 participants of high school Islamic teachers. Findings: 1) Researchers develop a theoretical framework for teacher performance by applying the Ministry of Affairs version of the Teacher Performance Assessment Evaluation using at least two (two) hierarchies. 2) The theoretical construct of teacher performance chosen by the author consists of 4 (four) dimensions/ aspects, which together form 14 (fourteen) indicators. There are five (five) indicators in the Learning Planning (LP) dimension, three (three) indicators in the Classroom Learning Implementation (CLP) dimension, three (three) indicators in the Evaluation Implementation (EI) dimension, and three (three) indicators in the Student Guidance dimension. 3) There are fifty (fifty) items in the performance evaluation of Islamic teachers, all of which are credible statements. As a result, the last item is recognized as a statement that can be trusted to form because the construct reliability value (CR) is greater than 0.5 (≥ 0.5), the corresponding indicator. The construct consists of fourteen indicators, all of which are considered valid and reliable because their t-values are declared significant (above 1.96, ≥ 1.96), the extracted variance value (AVE) exceeds 0.5 (≥ 0.5), and the construct reliability (CR) that forms the aspect of each statement item exceeds 0.5 (≥ 0.5). Originality/Value: Research Study Survey Development of Construct Reliability and Avarice Variance of Extracted Measurement Instruments.

Keywords: Teacher Performance, Teacher Competence, Quality Performance, Construct Reliability and Avarice Variance Were Extracted.

INTRODUCTION

Certified Islamic teachers are innovative and creative educators because they are supported by high-quality school administration (Wibowo et al., 2024). In this context, schools have to make radical or incremental innovations. States that, in particular, when developing character education (Gao et al., 2024). According to Kou (2024). Schools should not only produce goods for the workforce in business but also foster character education through creativity and the latest innovations (S. Arifin et al., 2023). According to Zhang & Chen (2024). Claims that additional innovations can be used by schools to improve teacher performance using the products they use today (Santoso et al., 2024). Emphasizing that within this framework, educational institutions invest in improving cutting-edge student character education products (Kou et al., 2024). According to (Qu, 2024). Claiming that teacher performance in positions requiring certification needs to be encouraged and used as a source of inspiration for work, particularly in Islamic education where certified teachers are needed (Kibtiyah et al., 2024; Phytanza & Burhaein, 2020). According to Al-Tarawneh (2024). The capacity of certified educators with an interest in Islamic education, their inventiveness and creativity (Waston, Ali, et al., 2024), the availability of human resources, their competitiveness, and their knowledge of information technology (Ghazwani & Alzahrani, 2024). Linking Model Analysis of Moment Structure

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(AMOS) variables to Avarice Variance Extracted (AVE) and Construct Reliability (CR) development. Certified Islamic Education Teacher Performance Measurement Tool.

According to Kibtiyah (Kibtiyah et al., 2024). A teacher's ability to teach, guide, supervise, prepare, assess, and evaluate students in student education through formal, primary, and secondary education is referred to as teacher performance (Kibtiyah et al., 2024; Sumiran et al., 2022). Through ongoing supervision and feedback, teacher performance management is a cyclical process designed to support teachers' professional growth (Kriewaldt et al., 2023; Sutarja et al., 2024). The immediate supervisor is usually responsible for this process, which is organized around formal time to create (Rahmawati et al., 2024), observe, and assess performance standards with the ultimate goal of coordinating the teacher's work with the strategic objectives of the organization (Negara et al., 2024; Van Waeyenberg et al., 2022). One of the most important areas in academia is teacher performance as it plays a unique role in the field of education (Hartinah et al., 2020; Ngatono et al., 2024). The academic careers of students are severely harmed by the low performance of teachers, and this has long-term effects on the education sector (Hakiman et al., 2021; Suwoko, Waston, Bambang Setiaji, Muthoifin, Huda Kurnia Maulana, 2024). As a result, teacher performance is critical to the education sector and should be considered by practitioners and scholars (Muthoifin, 2019; Waston, 2018). According to Popović (2020). Claims that a professional teacher must possess academic credentials, professional work ethics (Muthoifin, Firdaus, et al., 2024), effective student communication skills, possession of a creative and productive spirit, a strong work ethic, a strong commitment to the profession, and a constant desire to improve (S. Arifin et al., 2023; Hartinah et al., 2020).

For learners to reach their full potential, Islamic teacher education requires certified educators to focus on developing character education (Fatimah, 2019; Muthoifin, Rosyadi, et al., 2024). In addition, when they are well-led, educators can produce works of the highest caliber (Fatimah et al., 2020; Muthoifin & Rhezaldi, 2024). One of the human elements in the educational process that is very crucial to producing competent human resources for the progress of a country is teachers (Nurabadi et al., 2021). Teachers can achieve set goals more easily when they perform at a high level (Muthoifin, 2021b; Shobron & Anshori, 2020). The achievement of improving teacher effectiveness ensures the achievement of improved education standards throughout the country (Nurabadi et al., 2021). It is very important to create a favorable environment for teachers to perform better (Huda, 2020; Nuha, Sudarno Shobron, 2020). In addition to having a significant impact on national development, teachers are essential for the achievement of educational goals (Muthoifin, Amelia, et al., 2024; Nurabadi et al., 2021). Today, teachers face two main challenges: transformation, adaptation, and leadership (Nurabadi et al., 2021; Shobron & Rahman, 2019). Transformational leadership places a strong emphasis on educators' efforts to improve student achievement and stay abreast of educational progress by creating creative and flexible lesson plans and improving teacher performance (Apriantoro, Muthoifin, et al., 2023; Furqan & Hikmawan, 2021; Mahmudulhassan et al., 2023; Nurabadi et al., 2021).

According to Nurabadi (Andri Nirwana et al., 2024; Nurabadi et al., 2021). Argued that Islamic teachers with certification in education should be able to identify students, create lesson plans, and assist students in participating in the educational process (A.N. et al., 2024; Mahmudulhassan et al., 2024). In addition, Islamic education instructors must take seriously every element that has an impact on the learning process, especially those related to the modification of the learning environment (Astuti et al., 2024; Nurabadi et al., 2021). Programming for strategic transformation learning is another skill educators need to have (Waston, Wiranto, et al., 2024; A. M. Yahya et al., 2022). The challenges ahead must be anticipated by using strategic measures in the design of transformational learning programs (Nirwana et al., 2024; Waston, Muthoifin, et al., 2024). Thus, certified educators in Islamic education who use a transformational approach can help improve student achievement levels (Marthoenis et al., 2019; Nurabadi et al., 2021; Sukisno et al., 2024).

It is recommended that the author find some previous research with related themes to complete the introduction. In addition to mentioning the authors of the study, this section should provide a concise and clear summary of previous research and its conclusions. The author should then list the research areas of this article that still need to be addressed (Anwar et al., 2024; Wahid et al., 2023). This is done to highlight the uniqueness of the article. The purpose of the study should be described in the subject matter of the study. The development of Construct Reliability (CR) and Avarice Variance Extracted (AVE) Measurement

Instruments on the Performance of Certified Islamic Education Teachers became the titles chosen by researchers to establish the theme of this study.

METHOD

Research Design

This study used quantitative methods used in this study. Proportional random sampling is a sample selection technique used in research. Among the features of quantitative research is its emphasis on the formulation of mathematical theories, models, and hypotheses about certain phenomena. Statistics are used to analyze quantitative data in the form of numerical data, such as percentages and statistics, to produce objective results. In psychology, economics, demography, sociology, education, marketing, public health, gender studies, and political science, with 202 participants (Abdullah et al., 2023; Ari Kurniawati, 2024; Dubois et al., 2010; Maryanto, 2023; Yaumil et al., 2023).

Population and Sample

Population is one of the most important aspects of any research project. It addresses every subject covered in the study. Population is a generalization of a subject area predetermined by the researcher in terms of both quantity and quality. The part of the population investigated is called a sample. The study sample is a small group to be investigated. The sample is part of the total attribute of the population (Mokkink et al., 2020).

Instrument/Procedure

Tests were conducted on the Development of Construct Reliability (CR) and Avarice Variance Extracted (AVE) Measurement Instruments using the Model Analysis of Moment Structure method (AMOS) (Dubois et al., 2010; Ritter et al., 2004).

Data Analysis

Instruments are used to collect data. The tools used in research to measure variables are called instruments. This implies that proper data collection during the study requires the use of instruments (Abuzar, 2024; Begum, 2024; Endartiningsih et al., 2023; Iqbal et al., 2023; Jabbar, Achour, Alauddin, et al., 2024; Kou et al., 2024; Lingga, Mustaqim, et al., 2023; Tattaqillah et al., 2024).

Evaluation Implementation Test Results

The aspect of Learning Preparation (LP) is the first component developed to measure the performance of Islamic Education teachers. This is measured by five indicators. To make it easier to read, the compiler provides the following code: 1) EI1.1-3. This means that indicators: 1) The teacher prepares learning tools, namely point 1 statement to statements. 2) EI2.4-5. This means the indicator. The teacher prepares learning materials systematically, statement points 4 to 5. 3) EI3.6-8. This means that the indicator. The teacher prepares the learning implementation process, namely the statement of points number 6 to point 8. 5) 4) EI4.9-10. This means that indicator 5) The teacher prepares the learning medium for statements 9 and 10. 6) EI5.11. Indicators. The teacher draws up a post-evaluation learning scheme in point number 11 (Anshori, 2020; Dewi Azhar et al., 2020; Rasidah, 2020; Sholihah, 2020; Supriyono, 2020).

The implementation of the Learning Classroom (LC) aspect is the second component of the indicators made to measure the performance of Islamic education teachers. There are three indicators used to measure aspects of EI. To make it easier to read, the compiler adds the following code: 1) EI1.12-15. This means that the indicator. The teacher displays good exemplary behavior (disciplined, enthusiastic, friendly) starting from point 12 statement to statement 15. 2) EI2.16-20. This means that the indicator. The teacher conveys the learning objectives and the allocation of available time, with statements from points 16 to 20. 3) EI3.21-30. This means that the indicator. The teacher runs the learning process well, starting with statements from points 21 to 30 (Dianna, 2020; Saifudin, 2020; Suryono et al., 2020; Trihariyanto et al., 2020; Utomo, 2020).

The Evaluation Implementation (EI) is the third aspect made to measure the performance of Islamic

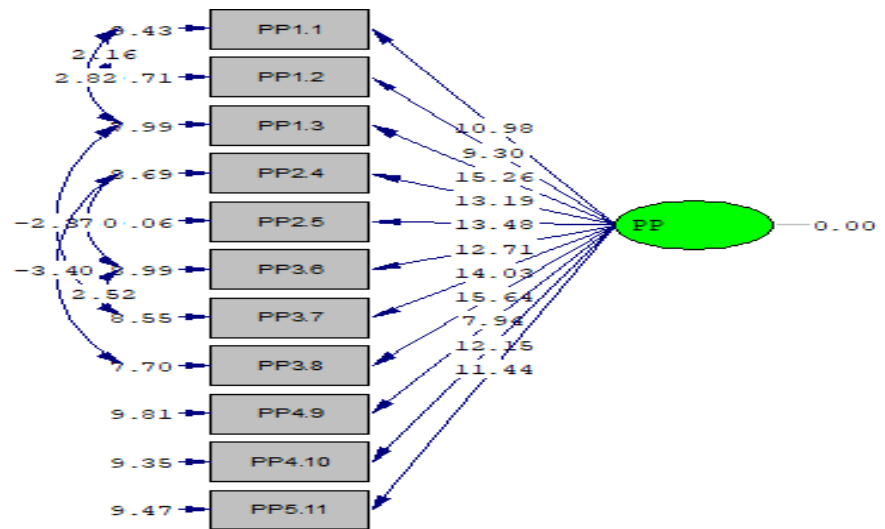
education teachers. There are three indicators used to measure aspects of EI. To make it easier to read, the compiler adds the following code: 1) EI1.31-34. This means that the indicator. Teachers are open to consultation and help with students' learning difficulties, i.e. point statements 31 to 34. 2) EI2.35-36. Indicators. Teachers periodically develop the implementation of evaluation/assessment, both in the form of tests and non-tests, namely statements in points 35 and 36. 3) EI3.37-40. Indicators. Teachers convey the results of learning evaluation/assessment to students as material for learning improvement. In this case, ten statements, namely statements 31 to 40 points, are used to reveal the third aspect, namely the Implementation of Evaluation (Anisa et al., 2020; I. Arifin et al., 2020; Heniyatun et al., 2020; Nurhayati & Kurniasasri, 2020; Suryani & Hudaidah, 2021).

The fourth aspect added to measure the educational performance of Islamic teachers is the aspect of student guidance (SG). In this study, the purpose of student guidance is that teachers must understand individual differences so that they can help students who have learning difficulties according to the characteristics of each individual. There are three indicators used to evaluate the student tutoring element. To make it easier to read, the compiler adds the following code: 1). SG1.41-44. Indicators. The teacher can communicate well with students, from point 41 statement to point 44 statements; 2) SG2.45-47. Indicators. Teachers can provide guidance and assistance to students, including spiritual, psychological, social, and academic guidance, contained in point 45 to point 47 statements; 3) SG1.48-50. Indicators. The teacher can provide solutions to statements faced by students, the number of statement items reveals the fourth aspect, namely Student Guidance (SG), which consists of ten items, namely points 41 to 50 (Fata et al., 2021; Khoiriah & Zulmuqim, 2021; Ramli, 2021; Syafitri & Tago, 2021; Tohirin & Zamahsari, 2021).

RESULT AND DISCUSSION

Result

The results of testing the measurement model against 4 (four) aspects or sub-variables can be described as follows:



Chi-Square=60.83, df=38, P-value=0.01076, RMSEA=0.055

Figure 1CFA results for aspects of learning preparation

The implementation of the performance evaluation of Islamic education teachers using a modified Likert scale with a differential semantic model. The performance construct of Islamic education teachers in this study is modeled as having 4 (four) aspects or variables. Each aspect is formed from several indicators or sub-variables. Testing of measurement models in this study is carried out in 2 (two) stages, including 1) every aspect that forms aspects of Islamic Education teacher performance will be tested measurement models to see whether the statement items formulated as statements on the Islamic Education teacher performance scale are appropriate statement items to measure each aspect that forms aspects of Islamic Education teacher

performance, 2) every aspect of the construct of the performance of Islamic education teachers will be tested by the measurement model to assess whether the specified indicator is the right indicator to measure the aspect or variable of the construct of Islamic education teacher performance (Kafindi et al., 2021; Kholiq Hasan & Daroini, 2020; Refinal et al., 2021; Shobron & Widyantoro, 2020; Sudarto, 2021).

Learning Preparation (LP) Indicator Test Results

Indicators or sub-variables of commitment to aspects of Learning Preparation (LP) are measured through 5 (five) indicators and 11 statement items, including:

LP1.1-3. This means that indicator (1) The teacher prepares a learning device with parts of statements from statement number 1 to number 3.

LP2.4-5. This means that indicator (2) The teacher prepares learning materials systematically, statements in points 4 and 5.

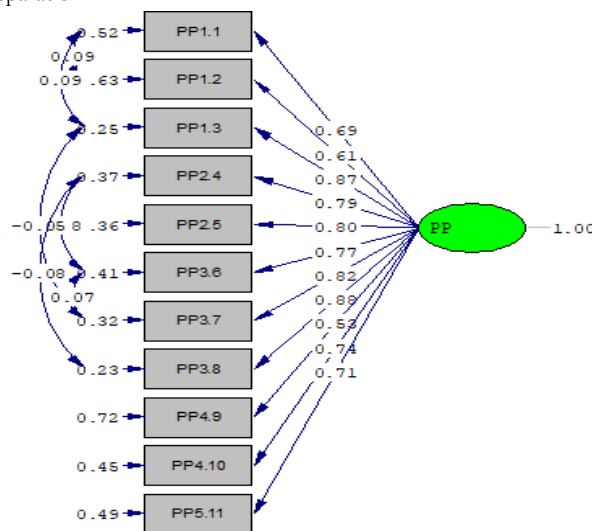
LP3.6-8. This means that indicator (3) The teacher prepares the learning implementation process, statement points 6 to 8.

LP4.9-10. This means that in indicator (4) The teacher prepares the learning medium for statements 9 and 10.

LP5.11. Indicator (5) The teacher prepares a post-evaluation learning scheme in point number 11.

The conceptual model and the results of the analysis of factors confirming aspects of Learning Preparation (LP) are described in Figure 2:

Figure 2t-value CFA aspects of learning preparation



Chi-Square=60.83, df=38, P-value=0.01076, RMSEA=0.055

The results of confirmation factor analysis and measurement model testing in Figure 12 show that: Chi-square (X^2) = 60.83, df = 38, p-value = 0.01076 ($p < 0.05$), Root Mean Square Error of Approximation (RMSEA) = 0.055 (< 0.08). The results of this analysis show that the hypothetical model meets the standard of statistical conformity both at Acceptable Fit (Chi-square divided by df), > 2.00 and at RMSEA where the RMSEA index ≤ 0.08 , so it is stated that the model is fit. On the wise side, the t-values for all items indicate significance ($t > 1.96$), as shown in Table 1: The reliability values of the items or statements as a whole that make up the aspect construct can be seen in Table 1.

Table 1 Information On CFA Calculations for Aspects of Learning Preparation

Items	Loading Factor	t-value	R2	Description	CR
Aspek Persiapan Pembelajaran					
Item 1	0.69	10.98	0.48	reference variable	0.52
Item 2	0.61	9.30	0.37	Indikator fit	
Item 3	0.87	15.26	0.75	Indikator fit	
Item 4	0.79	13.19	0.63	Indikator fit	
Item 5	0.80	13.48	0.64	Indikator fit	
Item 6	0.77	12.71	0.59	Indikator fit	
Item 7	0.82	14.03	0.68	Indikator fit	
Item 8	0.88	15.64	0.77	Indikator fit	
Item 9	0.53	7.94	0.28	Indikator fit	
Item 10	0.74	12.15	0.55	Indikator fit	
Item 11	0.71	11.44	0.51	Indikator fit	

Based on Figure 2 and Table 1 it can be stated that the hypothesis model for measuring aspects of learning preparation supported by empirical data is declared as a fit model, and all indicators or statement items developed to measure aspects or sub-variables of learning preparation are declared valid. Likewise, the overall reliability of the items that make up the construct (CR) is declared fit because it is above the value of 0.5 (Afiah et al., 2020; Danil, 2020; Muthoifin & Firdaus, 2020; Prihantari & Saputra, 2021; Utami, 2020).

The Results of Testing Aspects of Implementation of Classroom Learning

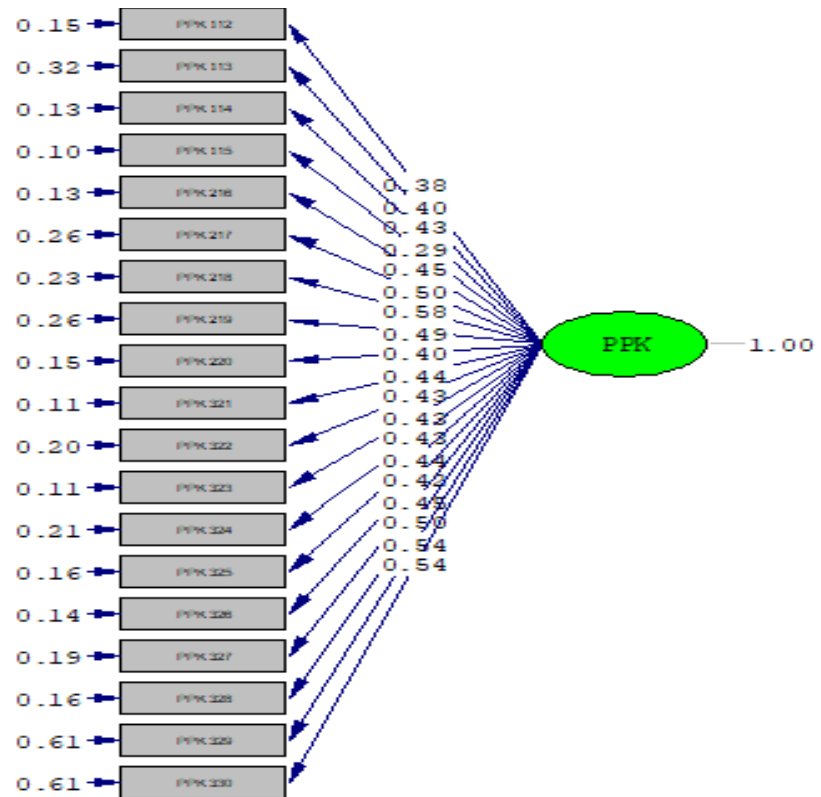
Indicators or sub-variables of commitment to aspects of classroom Learning Implementation (LI) are measured through 3 (three) indicators and 19 statement items, including:

LI1.12-15. This means that indicator (1) The teacher displays good exemplary behavior (discipline, enthusiasm, friendliness) starting from point 12 statement to statement 15.

LI2.16-20. This means that in indicator (2) The teacher conveys the learning objectives and allocation of available time, with point statements 16 to 20.

LI3.21-30. This means that indicator (3) The teacher carries out the learning process well, starting from point 21 statement to point 30 statements.

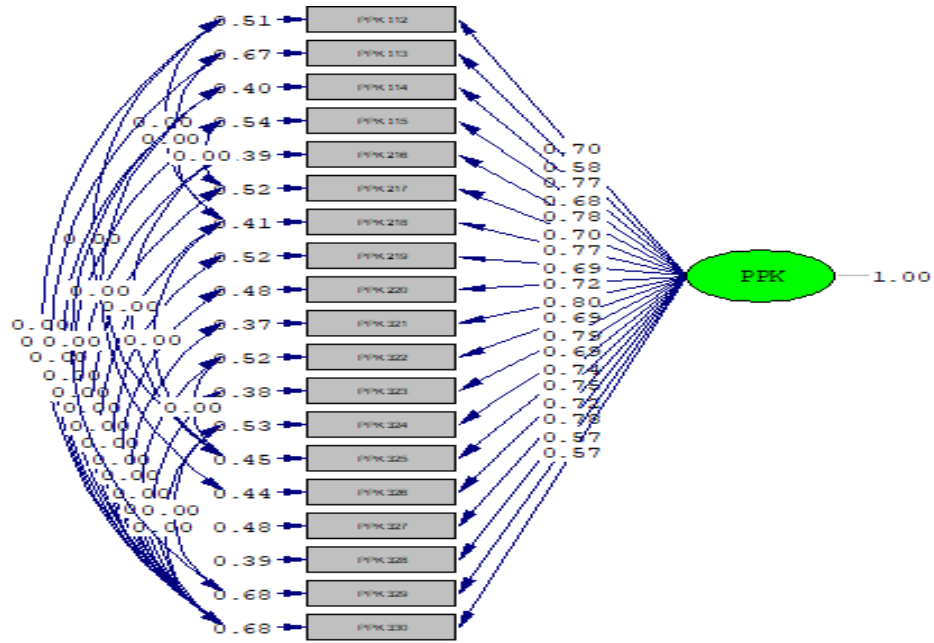
The conceptual model and the results of the analysis of factors confirming aspects of the implementation of Learning Implementation (LI) in the classroom are described in Figure 3:



Chi-Square=868.80, df=152, P-value=0.00000, RMSEA=0.153

Figure 3CFA Results from Aspects of The Implementation of Classroom Learning

The results of the confirmation factor analysis and measurement capital test in Figure 14 below show that: Chi-square (X^2) = 868.80, $df = 152$, $p\text{-value} = 0.00000$ ($p < 0.05$), Root Mean Square Error of Approximation (RMSEA) = 0.153 (> 0.08). This suggests that the hypothetical model does not meet the two specified statistical goodness of fit criteria. As a result, the model is considered unsuitable or does not fit the data. The recommended step is to set the error covariance on some statement items. After making improvements according to the suggestions, the results of the analysis and testing of the author's measurement model are shown in Figure 15, as follows:

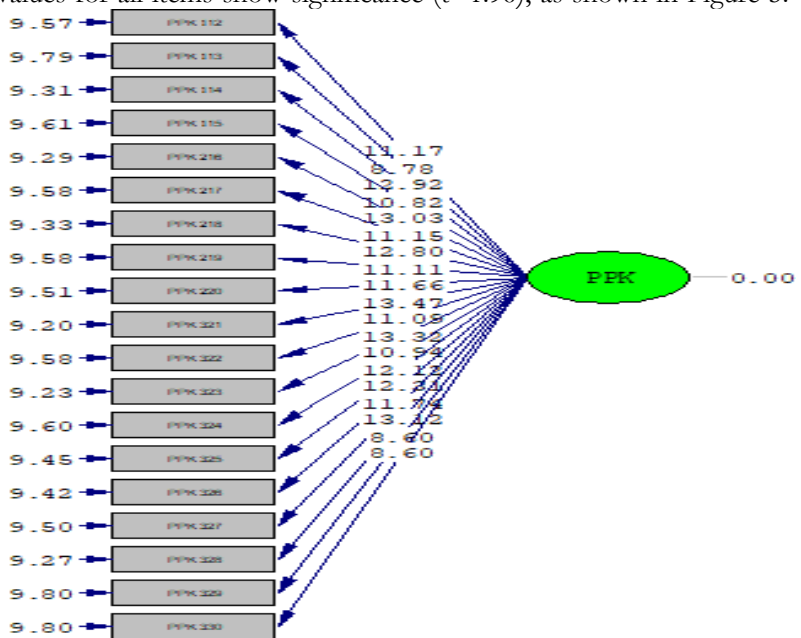


Chi-Square=764.98, df=129, P-value=0.00000, RMSEA=0.157

Figure 4 Final Results of CFA Aspects of Implementing Learning in The Classroom

The results of confirmation factor analysis and measurement modal test in Figure 15 show that: Chi-square (X^2) = 764.98, $df = 129$, $p\text{-value} = 0.00000$ ($p < 0.05$), Root Mean Square Error of Approximation (RMSEA) = 0.157 (≤ 0.08). The results of the analysis show that the hypothetical model still does not meet the statistical criteria of goodness of fit 2 (two). Therefore, it is necessary to look at other variables:

Look at Table 15, standard CFI, IFI, and RMR values are between 0.80 to 0.90, then the model is declared fit (with marginal status). Likewise, the t-values for all items show significance ($t > 1.96$), as shown in Figure 5:



Chi-Square=764.98, df=129, P-value=0.00000, RMSEA=0.157

Figure 5 t-value CFA aspects of implementing learning in the classroom

The results of confirmation factor analysis and measurement modal test in Figure 15 show that: Chi-square (X^2) = 764.98, $df = 129$, $p\text{-value} = 0.00000$ ($p < 0.05$), Root Mean Square Error of Approximation (RMSEA)

= 0.157 (≤ 0.08). The results of the analysis show that the hypothetical model still does not meet the statistical criteria of goodness of fit 2 (two). Therefore, it is necessary to look at other variables:

The Results of Testing Aspects of Reliability Value of The Items or Statements That Form the Construct

The overall reliability values of the items or statements that make up the construct (aspects) can be seen in Table 2 below:

Table 2CFA Calculation Information
Aspects of Implementing Learning in The Classroom

Items	<i>Loading Factor</i>	<i>t-value</i>	R2	Keterangan	CR
Aspek Pelaksanaan Pembelajaran di Kelas					
Item 1 (12)	0.38	11.17	0.50	<i>reference variable</i>	0.50
Item 2 (13)	0.40	8.78	0.35	Indikator fit	
Item 3(14)	0.43	12.92	0.57	Indikator fit	
Item 4(15)	0.29	10.82	0.47	Indikator fit	
Item 5(16)	0.45	13.03	0.62	Indikator fit	
Item 6(17)	0.50	11.15	0.49	Indikator fit	
Item 7(18)	0.58	12.80	0.60	Indikator fit	
Item 8(19)	0.49	11.11	0.48	Indikator fit	
Item 9(20)	0.40	11.66	0.50	Indikator fit	
Item 10 (21)	0.44	13.47	0.62	Indikator fit	
Item 11(22)	0.43	11.08	0.47	Indikator fit	
Item 12(23)	0.43	13.33	0.61	Indikator fit	
Item 13(24)	0.43	10.98	0.46	Indikator fit	
Item 14(25)	0.44	12.12	0.50	Indikator fit	
Item 15(26)	0.43	12.23	0.48	Indikator fit	
Item 16(27)	0.45	11.74	0.50	Indikator fit	
Item 17(28)	0.50	13.12	0.41	Indikator fit	
Item 18(29)	0.54	8.80	0.55	Indikator fit	
Item 19(30)	0.54	8.60	0.62	Indikator fit	

Attention to Figure 6 and Table 4, it can be stated that the hypothetical model to measure aspects of classroom Learning Implementation (LI) is supported by empirical data (fit model), all indicators or statement items developed to measure aspects or sub-variables of classroom Learning Implementation (LI). declared valid. Likewise, the overall reliability of the items that make up the construct is declared fit because it is above or equal to a value of 0.50 (Anwar et al., 2024; Apriantoro, Muthoifin, et al., 2023; Muthoifin, 2021a; Muthoifin

& Rhezaldi, 2024; Waston, Wiranto, et al., 2024).

The Testing Implementation Aspects of Implementation Evaluation

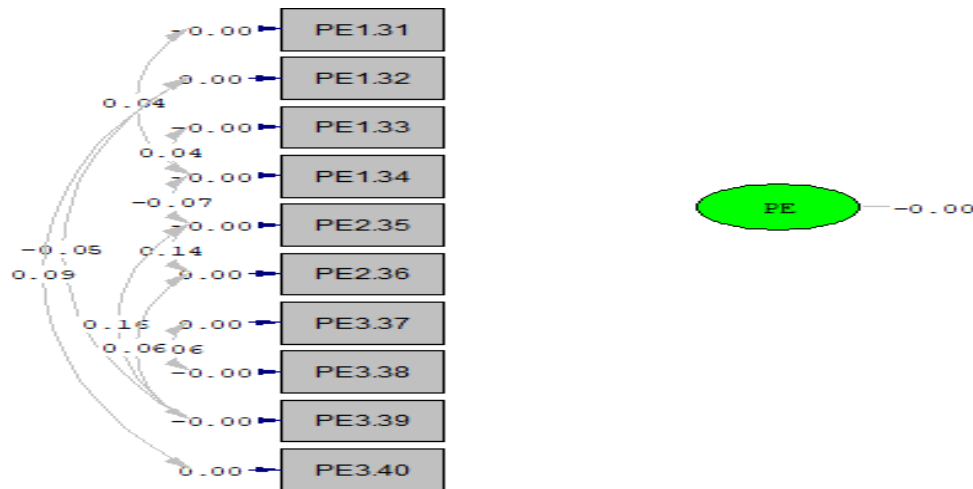
The Evaluation Implementation (EI) aspect is the 3rd (third) aspect developed to measure the performance of Islamic teachers. The EI aspect is measured by three indicators. To make it easier to read, the compiler adds the following code:

EI 1.31-34. That is, indicator (1) Teachers are open to consultation and help students' learning difficulties, namely statements of points 31 to 34.

EI 2.35-36. This means that indicator (2) Teachers periodically carry out Evaluation/assessment of Implementation Development, both in the form of tests and non-tests, namely statements of point 35 and point 36.

EI 3.37-40. This means that indicator (3) Teachers convey the results of learning evaluation/assessment to students as material for learning improvement. Precisely the statements listed in points 37 to 40.

Conceptual model and results of aspect confirmatory factor analysis. The implementation of the Evaluation (EI) is described in Figure 6:

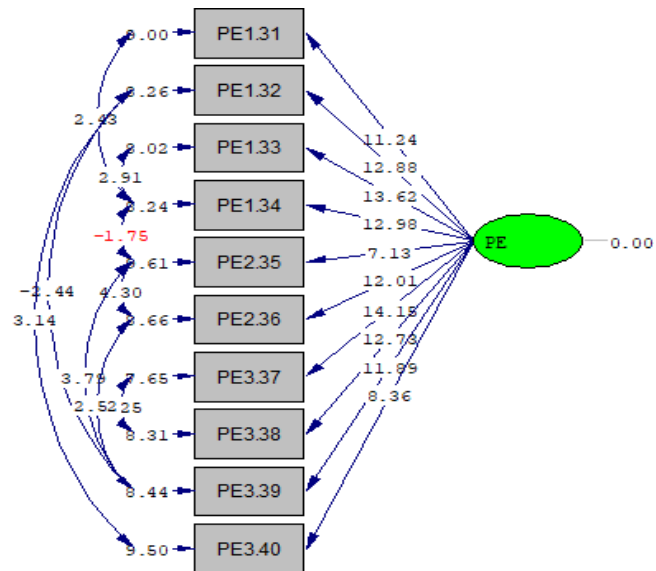


Chi-Square=165.52, df=35, P-value=0.00000, RMSEA=0.136

Figure 6 Initial results of CFA implementation aspects of Evaluation Implementation

The results of confirmation factor analysis and measurement model testing in Figure 17 show that: Chi-square (χ^2) = 165.52, $df = 35$, $p\text{-value} = 0.00000$ ($p < 0.05$), Root Mean Square Error of Approximation (RMSEA) = 0.136 (> 0.08). This indicates that the hypothesized model does not meet the two specified statistical conformity criteria, so it is stated that the model does not fit or does not fit the data. The recommended step is to set the error covariance on some statement items. After improvements have been made according to the suggestions, the results of the analysis and test of the measurement model are as follows:

The results of confirmatory factor analysis and measurement model testing in Figure 18 show that:



Chi-Square=38.67, df=26, P-value=0.05236, RMSEA=0.049

Figure 7 Final results of CFA aspects of Evaluation Implementation

Chi-square (X^2) = 38.67, $df = 26$, $p\text{-value} = 0.05236$ ($p < 0.05$), Root Mean Square Error of Approximation (RMSEA) = 0.049 (< 0.08). The results of this analysis show that the hypothesized model meets 2 (two) criteria for good statistical fit (goodness of fit statistic) in Acceptable Fit (Chi-square divided by df , > 2.00) and in RMSEA where the RMSEA index is ≤ 0.08 , so it is stated model fit (Muhamad Subhi Apriantoro, 2021; Saifudin, 2021; Salam, 2019; Syafaruddin & Mahfiroh, 2020; Yudisman, 2021).

The t-value of the item or statement that shows significance ($t > 1.96$) is shown in Figure 8:

Figure 8 t-value CFA implementation aspects of Evaluation Implementation (PE)

In Figure 8 it can be stated that the hypothesis measurement model for the implementation aspect of Evaluation Implementation (EI) is supported by empirical data so it is by the model. All statement items developed to measure aspects of sub-variables of the implementation of Evaluation (EI) are declared valid. The overall reliability value of the items or statement items that form the construct of the implementation aspect of the Evaluation can be seen in Table 3:

Table 3 Information on CFA Calculation for Evaluation Implementation Aspects

Items	Loading Factor	t-value	R2	Keterangan	CR
Aspek Pelaksanaan Pembelajaran di Kelas					
Item 1 (31)	0.53	11.24	0.51	referencevariable	0.50
Item 2(32)	0.53	12.88	0.59	Indikator fit	
Item 3(33)	0.48	13.62	0.66	Indikator fit	
Item 4(34)	0.47	12.98	0.64	Indikator fit	
Item 5(35)	0.49	7.13	0.59	Indikator fit	
Item 6(36)	0.57	12.01	0.72	Indikator fit	
Item 7(37)	0.56	14.15	0.57	Indikator fit	
Item 8(38)	0.59	12.73	0.48	Indikator fit	
Item 9(39)	0.62	11.89	0.50	Indikator fit	
Item 10(40)	0.48	9.36	0.62	Indikator fit	

Looking at Table 3, it can be stated that the hypothesis measurement model for the implementation aspect of Evaluation Implementation (EI) is declared reliability with a construct reliability value (CR) of 0.50, indicating that the items of reliability statements in forming aspect constructs.

Results of Testing Aspects of Student Guidance

BS1.41-44. This means that indicators (1) The teacher can communicate well with students, statements from points 41 to 44;

BS2.45-47. This means that indicators (2) Teachers can provide guidance and assistance to students, including spiritual, psychological, social, and academic guidance, are found in point 45 to point 47 statements;

BS1.48-50. This means that indicator (3) is that the teacher can provide solutions to statements faced by students, from point 48 statements to point 50 statements.

The conceptual model and results of confirmatory factor analysis of aspects of student guidance are described in Figure 9:

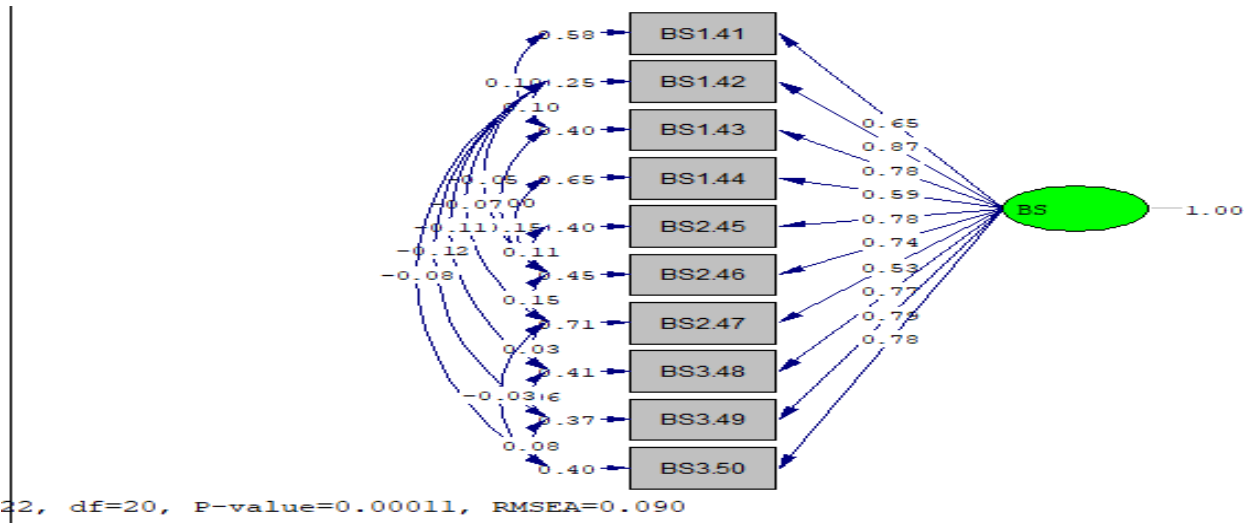


Figure 9 Preliminary results of CFA aspects of student guidance (BS)

The results of confirmation factor analysis and measurement modal test in Figure 10 show: Chi-square (X^2) = 22, $df = 20$, $p\text{-value} = 0.00011$ ($p < 0.05$), Root Mean Square Error of Approximation (RMSEA) = 0.090 (< 0.08). This suggests that the hypothesized model meets two criteria of good statistical fit, meaning it fits the data well. In addition to the above, the other variables calculated using alternatives (CFI, IFI, and RFI) are all above 0.90, so they are declared fit. The following are alternative variables:

The t value for an item or statement indicating significance ($t > 1.96$) is shown in Figure 10:

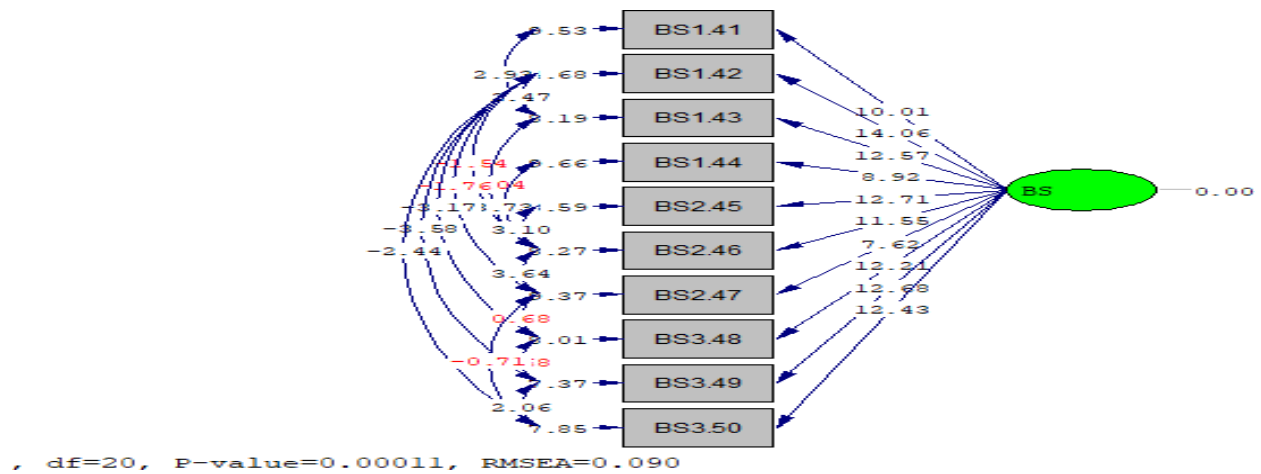


Figure 10 t-value CFA aspects of student guidance (BS)

The overall reliability values of items or statements that form the construct of student guidance (BS) aspects can be seen in Table 4:

Table 4 CFA Calculation Information for Student Guidance (BS) Aspects

Items	Loading Factor	t-value	R2	Keterangan	CR
Aspek Pelaksanaan Bimbingan Siswa					
Item 1 (41)	0.65	10.01	0.42	reference variable	0.58
Item 2(42)	0.87	14.06	0.75	Indikator fit	
Item 3(43)	0.78	12.57	0.60	Indikator fit	
Item 4(44)	0.59	8.92	0.35	Indikator fit	
Item 5(45)	0.78	12.71	0.60	Indikator fit	
Item 6(46)	0.74	11.56	0.55	Indikator fit	
Item 7(47)	0.53	7.62	0.29	Indikator fit	
Item 8(48)	0.77	12.21	0.59	Indikator fit	
Item 9(49)	0.75	12.68	0.63	Indikator fit	
Item 10(50)	0.78	12.43	0.60	Indikator fit	

Figure 10 and Table 4 above, it can be stated that the hypothetical model for measuring aspects of student guidance supported by empirical data is declared as a fit model, all statement items developed to measure such aspects or sub-variables are declared valid. Meanwhile, a construct reliability value (CR) of 0.58 indicates that statement items are reliable in forming construct aspects (Bernardlauwers, Rezaul Islam, Muthoifin, 2024; Ghani, 2023; Handayani, 2024; Macsudov et al., 2024; Srifyan & Afyah, 2024; Yafi, 2024b).

DISCUSSIONS

According to Hartinah (Anurogo, 2023; Hartinah et al., 2020). Many factors affect teacher performance, including individual factors, which include mental and physical skills and abilities; family background; level of experience; Demographics; organizational factors, which include resources such as gifts; and various psychological factors, which include perception, attitude, personality, and motivational learning (Anurogo et al., 2023; Gerosa et al., 2024). As a result, various factors affect how well teachers perform. However, the three main pillars of the current study are the work environment, the principal's leadership, and the incentive to affiliate (Nirwana AN et al., 2024; Samuels et al., 2023). In addition to the work environment, affiliate motivation, and leadership style of the principal, there are other factors not included in this study that have an impact on teacher performance (Rohman et al., 2024; Yuhanida et al., 2024). However, because the factors

chosen were the most important in private schools, other factors were not covered in the study (Suri et al., 2021). Good teachers are more likely to have a good work environment, strong principal leadership, and strong affiliate motivation (Hartinah et al., 2020; Muthoifin, Firdaus, et al., 2024; Muthoifin, 2024b; Waston, Mahmudulhassan, Andri Nirwana, & Muthoifin, 2024; Waston, Amini, et al., 2024).

As a result, all of these variables have a significant impact on workplace behaviors and attitudes (work-related attitudes), including organizational commitment (Mohamed, 2024). In situations where things are going well, teachers will consistently engage in positive consequence behaviors; In contrast, negative consequence behaviors are less likely to be repeated (Faisal Purnomosidi et al., 2024). As a result, creating a conducive environment will affect teachers' sustainable behavior (Wang, 2024). The study concluded that the principal's work environment and leadership have a large direct or indirect impact on the performance of certified teachers and also positively influence it (Muthoifin & Fahrurrozi, 2018). On the other hand, the organization's commitment to the effectiveness of certified teachers was not significantly affected by affiliate motivation (Hartinah et al., 2020).

As soon as the teacher entered the room, he began to collect evidence. After the event, they have time to check the information and draw conclusions (Mualim et al., 2021). After returning to class, they put the solutions they found to use in their instruction (N. Yahya et al., 2022). The participants concluded that improvement is needed at the stage of problem identification (N. Yahya et al., 2022). They should foresee potential classroom problems that need to be resolved without physically being in class at the beginning of the semester to complete the problem identification stage (Apriantoro, Puspa, et al., 2023). There are instances where the expected issue does not exist. However, the observation and reflection of pre-service teachers allow them to determine important areas for development (Mohamed, 2024; Muthoifin, 2024a; Suwoko, Waston, Bambang Setiaji, Muthoifin, Huda Kurnia Maulana, 2024; Waston, Muthoifin, Soleh Amini, Roni Ismail, Sekar Ayu Aryani, 2024).

The dialogue component is provided through pre- and post-lesson reflection on class activities, as well as through class discussion of assigned texts. For a variety of reasons, participants valued problem identification and peer discussion. Initially, they communicate using the same pragmatic language, shaped by classroom experience (Mahmudulhassan, 2024). Participants' ideas are formed and crystallized when they are confronted with the viewpoints and interpretations of their peers in a cooperative and encouraging setting (I. Arifin et al., 2021; Ichsan, 2020; Likullil Mahamid, 2022; Nisa A et al., 2021; Widya Ananda et al., 2021).

Regarding the Development of Construct Reliability (CR) and Avarice Variance Extracted (AVE) Measurement Instruments for the Performance of Islamic Teacher Education with Certified Educators, there is still a scarcity of innovation in Islamic teacher education, so it is necessary to boost the innovation of certified Islamic teacher education with certified educators. Lack of proficiency in technology, use of information technology, and management (Phytanza & Burhaein, 2020).

Mastery of technology, use, and management of information technology. There are certified educators in Islamic teacher education. According to the research findings, several things can be done to strengthen the capacity of certified educators to teach Islamic subjects: 1) Islamic teacher education requires certified educators, and educators must continue to develop their pedagogical, personality, professional, and social competencies. They can enhance their knowledge and abilities by attending workshops, seminars, training sessions, or other educational opportunities. 2) Utilization of Information Technology: Islamic teacher education must foster the ability to use technology for learning. Teachers who are proficient in information technology can provide students with a more engaging and productive learning experience. 3) Learning Innovation: Promote the education of certified Islamic teachers, teachers to innovate their teaching strategies (S. M. Arifin, 2021; Kuncoro et al., 2021; Miswanto, 2021; Musthofa, 2021; Rohmah & Budihardjo, 2021).

To improve the quality of learning, educators can experiment with new ideas, inventive teaching techniques, and cutting-edge educational materials. 4) Collaboration and Sharing: With the help of other educators, specialists in their domain, or other certified educators, teachers in Islamic teacher education can improve their skills. Teachers can exchange experiences and knowledge through this collaboration, which will help them become more proficient educators (Van Waeyenberg et al., 2022).

The findings show that three factors — tenure, teacher certification, and job motivation—impact teacher performance. A long tenure indicates a greater level of teacher-teaching experience. An employee's length of service is a good indicator of their knowledge, abilities, and work history. Furthermore, the length of service as a civil servant and non-civil servant determines the length of service for teachers. In addition, certification can offer assurance and clarity regarding their professional standing as educators and licensees or certificate holders (Haikal Azumardi Azra et al., 2024).

Certified teachers demonstrate unique skills in improving their performance as well as in offering educational services to students. Motivation in the workplace is considered an important outcome for improving performance (Hartafan et al., 2024). The drive or force behind work motivation comes from internal and external sources so that it can perform well (Aryani et al., 2024; Hendriansyah et al., 2024; Iliya, 2024; Jabbar, Achour, Geraldine, et al., 2024; Lingga, Salminawati, et al., 2023; Nabila et al., 2024; Phytanza & Burhaein, 2020; Yafi, 2024a).

The findings of this study are also supported by previous research conducted by Phytanza & Burhaein (Phytanza & Burhaein, 2020). Shows a positive relationship between teacher professionalism, well-being, and tenure in addition to work motivation (Alhaj, 2024) (Muhammad et al., 2024). These studies differed from the previous ones in three ways: 1) they involved more participants than previous studies, with five (this study) compared to one county; 2) engage certified Islamic teacher education educators; and 3) involves the development of Construct Reliability (CR) and Avarice Variance Extracted (AVE) Measurement Instruments for the Performance of Certified Islamic Education Teachers, to maximize the educational needs of certified Islamic teachers (Phytanza & Burhaein, 2020).

CONCLUSION

Research Objectives

Based on research questions, research results, analysis, and discussion written in the previous chapters, can be concluded as follows: 1) Dimension 4 (four) includes learning preparation, implementation of learning in class, aspects of implementation of evaluation, and aspects of student guidance, all of which are declared feasible. 2) All dimension-forming aspects are valid with significance values above 1.96. 3) All aspects form a reliable dimension with extracted variance (VE) and build a reliability value above 0.5. 4) All aspects that make up the dimension meet the statistical criteria of goodness of fit with the acceptable fit (Chi-square/df) values less than 2 ($AF \leq 2$), RMSEA less than 0.08 ($RMSEA \leq 0.08$), and p-values more than 0.05 ($p\text{-value} \geq 0.05$). Based on research and development of the Implementation of the Performance Evaluation of Certified Educators of Islamic Education Teachers, it can be stated that the Implementation of Evaluation is suitable for use in educational institutions, especially to measure the performance of Certified Educators of Islamic Education Teachers, formal education personnel in public schools, and can also be used to measure the level of teacher performance personally (Implementation of self-evaluation) in social communities or associations.

Limitations

The implementation of a more comprehensive and holistic teacher performance measurement evaluation needs to be developed by other researchers, especially researchers who approve the development of performance measurement evaluation implementation, by strengthening access to funds, and broader research subjects, so that it is expected to get a more complex and accountable theoretical and operational construction.

It is expected that the results of research and development of the Implementation of Teacher Performance Measurement Evaluation can be followed up, further research is needed individually and in groups. This is done to perfect the results of the development of performance measurement instruments in this study, so other research is needed for preparation.

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