A Model Research Conceptual for Motivation and Student's Performance of Islamic Boarding School: An Initial Stage

By

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Abstract

Boarding education is not something new in the context of education in Indonesia. Therefore, this study added to the literature by investigating the determinants of Motivation and Student Performance level of Islamic boarding schools in the Indonesian context and identified the different ways according to several factors such as competence and facilities indicators. The approach used is Modeling Process / The Decision Making as an identified conceptual model in the initial stage. This exploratory study uses a qualitative oncoming pattern to illustrate motivation and student performance. Three phases adopt data analysis methods, i.e., intelligent phases design phases, in concert with choice phases. The contrivances of this literature show that the Islamic boarding schools developed in modeling into several sub-models for testing determinants of motivation students' performance, which have up to four equations model in this literature. Then, this model can be running on statistical software, such as IBM SPSS AMOS, LISREL, and others, determined by the number of final samples on the proposed analysis method for choosing. The results of the goodness-of-fit test in this study created for some recommendations accorded on each cut-off value pillar in the assessment model in creating a reasonably swift decision, for instance, by viewing at the output from Chi-Square (X^2) and RMSEA scores, whether to re-specification test or interpret the goodness-of-fit that meet the requirements to prove the hypothesis as a research model (further stage).

Keywords: model research, motivation, student's performance

Introduction

Motivation underlies all behavior and aspects of human life. The forms of motivation include rewards and feedback, feelings of success and achievement, concern for others, and the development of one's abilities. The reason is also inherent in the learning and teaching process (Alawneh, 1998). Several motivational theories have been introduced and categorized as biological, environmental, cognitive, motivational, developmental, motivational, or spiritual or religious (Khair, Ahmad, & Hamid, 2016). In the context of users, namely students, increasing motivation, especially intrinsic motivation through internal factors, their customs and thoughts about academic integrity, improving students' dexterity in responding questions for exams and tests are also carried out through increasing students' knowledge (Idrus, Asadi, & Mokhtar, 2016).

Flipped classroom approach, students will be given problem-based solving tasks where they need to apply the knowledge or information they learned through online notes or by watching videos outside of the classroom. Students need to work individually or in a team with teacher guidance to solve the problems (Abdul Rahim & Al-Saggaf, 2021). In the digital age,

people must develop themselves following their potential. Every individual must comprehend their capability and create sundry other skills. Formal education supports learners to attain career cultivation tasks (Hermawan & Farozin, 2016). Getting the best learning is a fundamental right of every child, and providing opportunities and facilities for learning is the most appropriate and best wishes of parents generally. Despite all the shortcomings in using games in the pedagogical process, the game as a means of learning a foreign language is already an indispensable resource (Syniuta, 2018). This statement is not easy to fill by parents for many reasons, including the need for a reference that can be trusted to consider the learning method provided.

Consenting to the State Minister for State Apparatus Empowerment and Bureaucratic Reform Regulation No. 16 of 2009, teacher performance appraisal assesses ever item of the teacher's primary role activities in the framework of overseeing position, rank, and career. Meanwhile, teacher performance reviews are conducted every year, draw attention to 17 (seventeen) competencies for counseling teachers/counselors, and 14 (fourteen) competence for learning instructors, as well as the attainment of another school/madrasah- consecutive activities (Dekawati, Hermawati, & Senjaya, 2021). Schools can make a picturesque platform for the sustainability route and preserve a trestle betwixt practice and theory by harmonizing education and surrounding responsive pattern (Yılmaz & Tanyer, 2018). The specific school model, such as boarding school, follows the learning facility factor. This school has structured activities and is under school monitoring, both during learning and afterward. Services at boarding schools have consequences for children's development, both from the results of education character formation and the development and optimization of children's self-potential. One example of the concept of boarding learning facilities in Indonesia is pesantren. Pesantren aims to build and develop the personality of Muslims who obey God in conditions of faith and piety. This obedience will emit a moral obligation to spread the teachings and spirit of Islam among humans (Quintania, 2019).

Boarding education is not something new in the context of education in Indonesia. However, as defined by many researchers, the concept of boarding education in traditional and modern boarding schools enriches the students' knowledge and improves morale, respects spiritual values and humanity, teaches honest attitudes and behavior, and is familiar with religious ethics. Therefore, Islamic boarding schools since a long time ago the embryo of boarding education and become the society's choice of education type in Indonesia. The yield of an action to reach an objective is motivation or student's performance.

Problem Statement

Many studies on Islamic boarding schools in Indonesia have been carried out, so it needs to apply many conceptual approaches to measuring the resulting output purposively. Therefore, this study added to the literature by investigating the determinants of Motivation and Student Performance level of Islamic boarding schools in the Indonesian context and identified the different ways according to several factors such as competence and facilities indicators.

Objectives

The conceptual of the study is a reference for researchers budding and alleviate in choosing the measurement of the determinant object alternative in a framework to be applied in their research. Moreover, this research designed a conceptual model for lower on the model and specific parameters of adopting structural equation modeling to be tested feasibility for the

model to produce match the model will continue to the step of experiment hypothesis research.

Literature Review

Arman et al. (2016) defined that a teacher has a responsibility as a leader of learning activities in schools which is inseparable in his competence in managerial and instructional leadership in monitoring the entire learning process. Angela D. Miller et al. (2017) from J.S. McCroskey's literature in 1992 says that a teacher's competence is also defined from a student's perspective. If a teacher is grasped as competent owning expertise in a distinctive subject, they are perceived to know what they are talking concerning. Vasileios Symeonidis (2019) stated that teacher competence is not eternally aligned in a teacher's career journey in the context of his professional side. The shift in teacher competence shows that the duties and professionalism of teachers are highly dependent on strengthening the lifelong learning perspective of teacher education, which is the leading actor who develops two frameworks, i.e., teacher competence and teacher career models.

Lafortune and Schonholzer (2018) stated that the quality of teachers and school facilities has a systematic similarity. School facilities provide a better working environment for teachers, and these facilities can attract better quality teachers to schools. In addition, students switching to new school facilities are not a significant factor in generating student impact estimates in new schools. Furthermore, Quintania (2019) adds that the facilities provided in the context of a boarding school include study rooms, bathrooms, libraries, dining rooms, sports facilities, canteens, lounges and lounges, and bedrooms complete with wardrobes and desks. Therefore, the clause and transmission of quality education for teachers and students should include properly maintained school facilities to improve student performance (Yap Abdullah & Bakri, 2020).

Dormitory Tutors is defined as organizational development that involves students in the process of co-creating, constructive and valuable contacts, which in turn lays the foundation for the formation of healthy collectivism, assisting in the social adaptation of personality, which is an essential component to develop student initiatives in various fields of social activity, as well as the defense of their rights and obligations (Lyubin & Dolina, 2015). Abdurahman *et al.* (2018) from R. Millrood's literature in 2001 says dormitory tutors used to review learning activities and practice in Arabic dormitories using standard R class interaction evaluations and evaluation sheets and textbooks. Dormitory tutors themselves are responsible for implementing the communication strategy function. School administrators will increase mutual understanding within the school environment and are obliged to share meaning and new learning with colleagues, students, and other constitutions. In addition to the learning process, the dormitory tutors also organize programs to develop student creativity, responsibility, self-confidence, and social interaction and prevent negative influences (Quintania, 2019). A tutors have a commitment and an essential role in building a community; this means covering the majority in a mentor, advisor, point of contact, and confidant position.

Ai Yue *et al.* (2014) from the State Ministry of Education (MoE) for Frequently Asked Questions in 2006, dormitory facilities included life teachers' responsibilities, including dormitory management, student safety, logistics, and psychological, physical health. Furthermore, the management of student dormitories and canteens will impact academic performance when the administration is at a level below the required standard. Therefore, facility management is essential as strategic planning in-service effectively to students, especially dorm facilities (Kim, Shin, & Kim, 2016). Existing dormitory facilities such as roommates, facilities, recreational and religious activities, the behavior of hostel guardians and

administrators, the culture formed as well as maintenance and accommodation costs will have a direct positive and negative affect on the student learning process (Amrollah, Majid, Alireza, Azadeh, & Hassan, 2016). After this, Tsung-Yi Lin *et al.* (2018) combines the function of technology and model design in managing daily activities using visual management to build a school dormitory model and public facilities

Prior research about motivation whose findings have been proven empirically, including: (1) A research paper from Shafis Falah Alawneh in 1998 yields that motivation in the context of Islam, i.e., 'faith,' becomes an essential thing in its types due to human psychology impact to inspire it in the context of education and learning. (2) A research paper from Adamu Zakiyu Ubale *et al.* in 2015 yields that intrinsic motivation impacts human behavior in situations such as learning, thinking, perception, creativity, and feelings. (3) A review paper from Zulkifli Khair, Nuradila Ahmad, and Mohd Azhar Abd Hamid in 2016 yields that the motivation theory from the coal country and the theory of Motivation in Islamic countries both emphasize excuse and processes to excite human action to reach needs in life which can also discuss in individuals, organizations, and communities. Therefore, the model in Islamic-based motivation theory emphasizes an essential aspect by looking back at the nature of human creation. (4) A research paper from Arman *et al.* in 2016 yields that the teacher's work motivation consists of responsibility, achievement, self-confidence, and teachers' autonomy in working directly able to increase teachers' performance. (5) A conference paper from Agus Syakroni *et al.* in 2018 use the G'omeza et al. concept through internet objects can increase motivation and learning outcomes in learning activities that are also able to identify the development of science and technology, based on the strengthening of religion and morals, as well as tolerance and pluralism. (6) A research paper from Yunus Rahawarin *et al.* in 2020 yields that the motivation in the initial study in identifying decision-making consisted of self-will, parental impulse, a option to become a teacher, job occasions subsequent to graduation, wish to train at state universities, occasion to spread da'wah, and sharpen Islamic knowledge.

Prior research about student's performance whose findings have been proven empirically, including: (1) A research paper from Mohsen Ghasemi Ariani and Fatemeh Mirdad in 2016 yields that student performance of school design in the context of the SDPL model of Georgia University and Tranner, i.e., movement and circulation, view, and delighting of physical learning space characteristic able to increase student performance. (2) A report from Brian A. Jacob and Jesse Rothstein in 2016 yields that assessment systems of measurement to student ability of scores enumerated for students who arrest the NAEP test use Early Childhood Longitudinal Survey (ECLS) attention is that the ECLS examine scores are rear methods generated sans any circumstance variables—that is, soul capability gauge in ECLS is dwindling toward the population average. (3) A research paper from Khurram Shahzad and Sajida Naureen in 2017 yields that student academic achievement in the context of Secondary School caused by teacher's self-efficacy on Albert Bandura's (1977) literature, i.e., vicarious experience, physiological and emotional behaviors, social persuasion, and mastery teaching experience. (4) A research paper from Melani Quintania in 2019 yields that student perception and performance in the context of Secondary School use three aspects of Bloom's Taxonomy concept, i.e., use a cognitive, affective, and psychomotor domain. (5) A conference paper from Tengku Zatul Hidayah Tengku Petra and Mohd Juzaiddin in 2019 use the cognitive outcomes of Klein et al. research (2005) through six dimensions, namely knowledge, problem-solving skills, communication skills, group work, laboratory work, and pattern skills, which utilize for assessments in evaluating student performance. (6) A research paper from Boma Peter Briggs in 2019 in the context of Public Secondary School caused by teaching methods,

i.e., evaluation content, classroom climate, learner characteristic, and student achievement, where play an essential assignment in generating the best quality students who will get leaders and are necessary for the economic and social cultivation of the country. (7) A research paper from Jana Lay-Hwa Bowden, Leonie Tickle in 2021 with holistic measurement approach of student engagement and success, i.e., student wellbeing, transformative learning, self-efficacy, institutional reputation and self- esteem, where the student expectations and collaboration has a necessary placement assignment in student engagement. Effective engagement was a very crucial determinative of institutional prestige, transformative learning, and wellbeing. In addition, behavioral engagement determinative self-esteem and self-efficacy. Cognitive and social engagement were compulsory but not adequate circumstances for gauging the student's fruitfulness. (8) A research paper from Ipong Dekawati et al. in 2021 yields that teachers' work performance in the context of Junior High School uses two characteristics of elements, i.e., inside and outside. Inside of components such as perform attitudes, capabilities, satisfaction, interests, experience, and external elements suchlike as work environment, remuneration, leadership, and supervision.
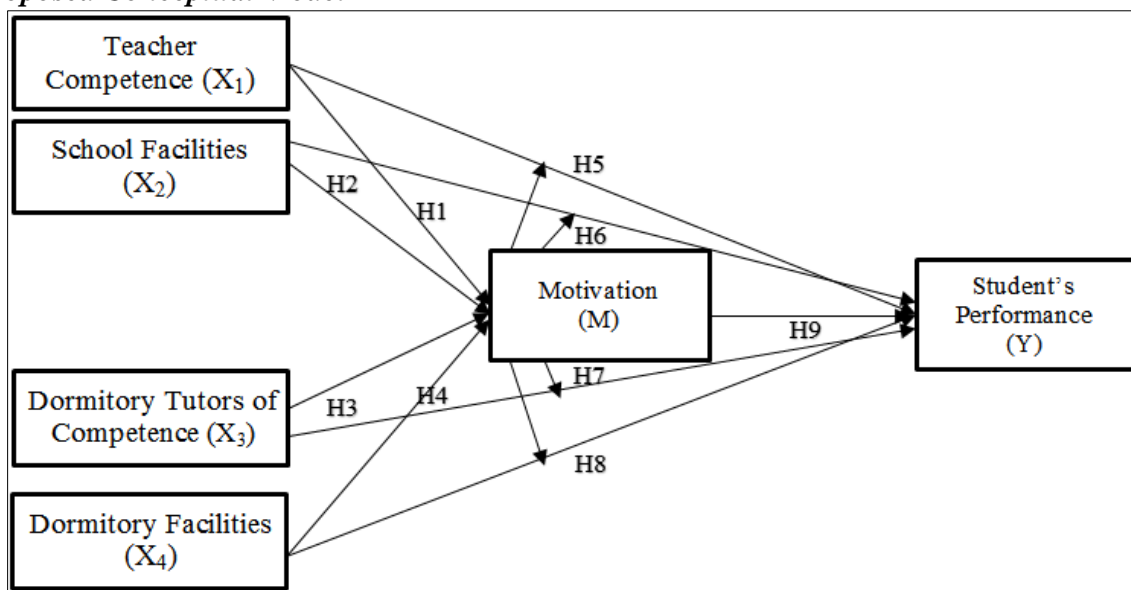
Proposed Conceptual Model

Fig 1. Initial Model Proposed

Source: Designed by Author's (2021)

Research Methods

This study uses a type of basic research to aim the develop knowledge seek new answers to specific problems whose results have the potential to be used by an organization at some time or in the future. In addition, the main goal is the development of science with the direction of 'generalization.' (Supranto & Limakrisna, 2019, hal. 3). This design approach uses a qualitative type, i.e., exploratory research, to explain model research conceptual for Motivation

and Student's Performance. Forthcome, this framework will design refer to a stage of process modeling or decision-making summarized to (Table.1).

Table1. Modeling Process

Phase of Type	Framework	Pointer
Intelligence	Simplification or Assumptions	- Organizational objectives - Seek and observing procedures - Data collecting - Problem; each of identification, ownership, classification, and statement
Design	Validation of the Model	- Set a model - Formulate criterion for selecting - Seek for alternatives - Portend and measure outcomes - Solution to the model
Implementation of Solution	Verification, Testing of Proposed Solution	- Sensitivity analysis - Choice of best (good) alternative - Plan for implementation

Source: Adopted from (Sharda, et al., 2015) in (Husain, 2019)

Intelligence Phases

      This phase begins by identifying the goals and targets of the organization related to the problem under research. Next, determine the existence of a problem based on how, where, and how serious the situation is there. Problem classification refers to conceptualizing problems into definable categories and standardized solution approaches. It is necessary to classify problems based on structured methods visible to them. Many complex issues are practiced into sub-problems. Solving sub-problems that are simpler can help solve complex issues, including issues that look un-structured properly and sometimes even have very structured sub-problems (Sharda, et al., 2015, hal. 51; 54-55).

Design Phases

      This phase involves discovering, developing, and analyzing possible actions, including understanding the problem and testing the feasibility solution. The decision-making model for overcoming issues must be a construct, test, and validation (Sharda et al., 2013: 56). This research uses descriptive modeling that describes things as mathematically based, which helps identify the consequences of various alternative actions under different input configurations and processes. The choice of optimization model can be generated automatically by the model. However, alternatives need to be made manually in most management control situations. This research involves analysis of search and creativity to produce the best alternative model with enough time so that the excess information obtained will interfere in the decision-making process. Measurement of the results of an alternative will be evaluated and expressed directly to achieve the goal. This study recommends an assessment to measure this antecedent based on Goodness-of-Fit (GoF), which represents the comparison between the specified model and the analysis of covariance between indicators (observed variable). This assessment is intended to test whether the proposed model has fits with the data or not with the following measurement criteria. The criteria presented in this literature are (i) absolute fit indices, consist of Chi-Square (X^2), Goodness-of-Fit Index (GFI), Root Mean Square Error of Approximation (RMSEA), and Root Mean Square Residual (RMR) and also Standardized RMR; (ii) incremental fit indices, consist of Adjusted Goodness of Fit Indices (AGFI), Normal Fit Index (NFI), Turker-Lewis Index (TLI), Comparative Fit Index (CFI), and Relative Fit Indices (RFI); and (iii)

parsimonious fit indices, consist of Parsimony Goodness Fit Index (PGFI), Parsimony Normed Fit Index (PNFI). Normed of Chi-Square (CMIN/df) used to choose to support the model and data for 'acceptable/fit' decision (Hair, Babin, Anderson, & Black, 2018, hal. 666-669).

Choice Phases

This phase is a critical choice and action in actual decision-making and is committed to following specific steps. In addition, the decision support system can espouse the selecting phase through "what-if" analysis and "goal-seeking" analysis (Sharda, et al., 2015, hal. 69,76). Furthermore, the search for a solution expected as a recommendation for its feasibility is likely to serve as a specimen analysis of the resulting output. Finally, this decision is implemented more efficiently and directly to measure a goal.

Results

Intelligence Phases

This phase commences by resuming:
- Organizational objectives; a round-in measure of determining motivation, and student's performance.
- Search and scanning procedures; use research subject in Islamic boarding school of Indonesia region.
- Data collecting plan use a student assumption according to dimension or indicator formulated and define source data (primary data)
- Alternative troubleshooting; use a deployed model proposed with several which simulated empirical modeling.

Design Phases

This phase commences by a decision-making model with formulation models from previous research in this study. Motivation, for instance, use the Motivation Theory, Trident Motivation Model, etc., which is derived into dimensions, indicators, and statement items using a 'Linkert' scale. Likewise, Student's Performance, for instance, uses the SDPL model, Early Childhood Longitudinal Survey (ECLS) concern with test scores, self-efficacy (Bandura: 1977), Bloom's Taxonomy, i.e., use the cognitive, affective, and psychomotor domain, etc. Then, define and assign each derivative based on criteria or alternative research goals. Finally, predicting and measuring outcomes can be formulated to the path diagram as a conceptual model with several alternatives as follows:
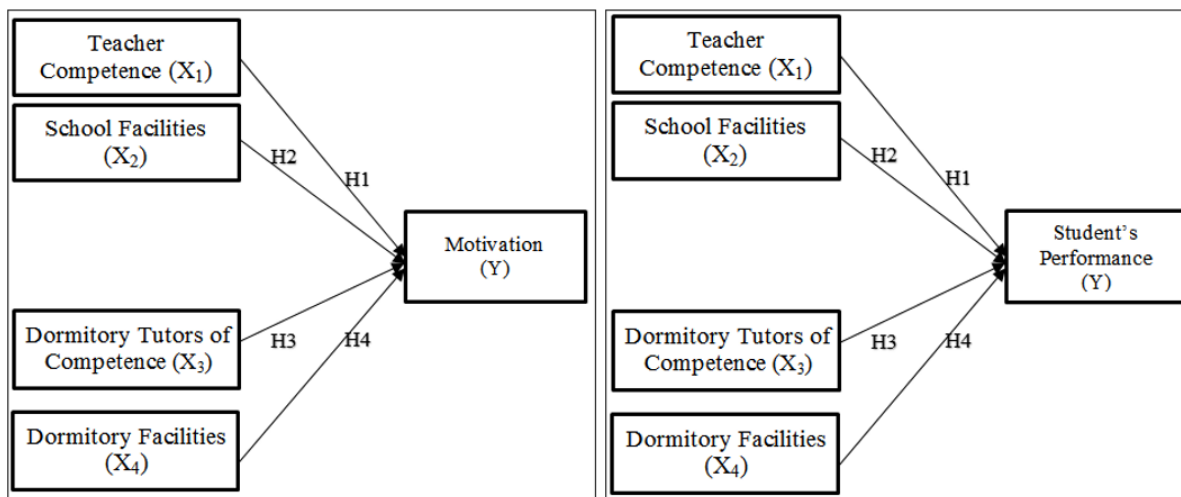

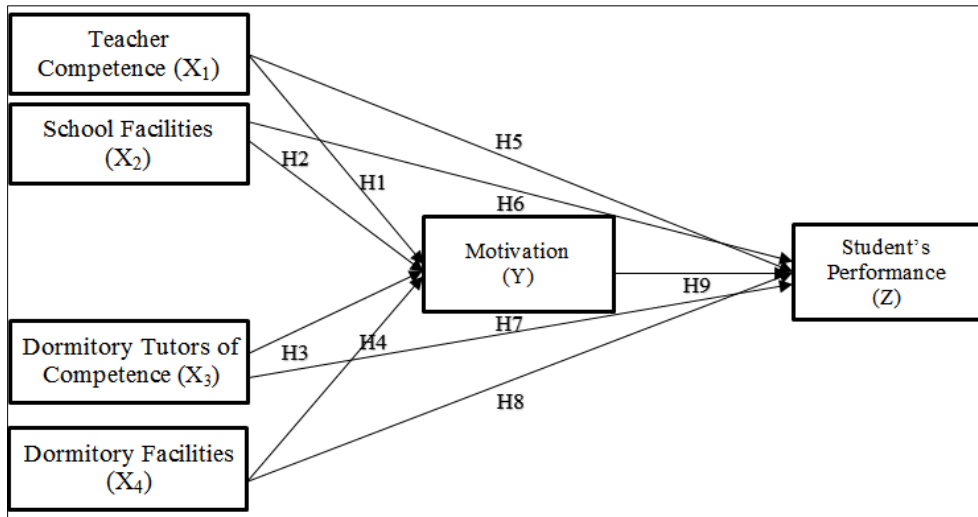**Fig 2.** Model Research Proposed ... (1;2)
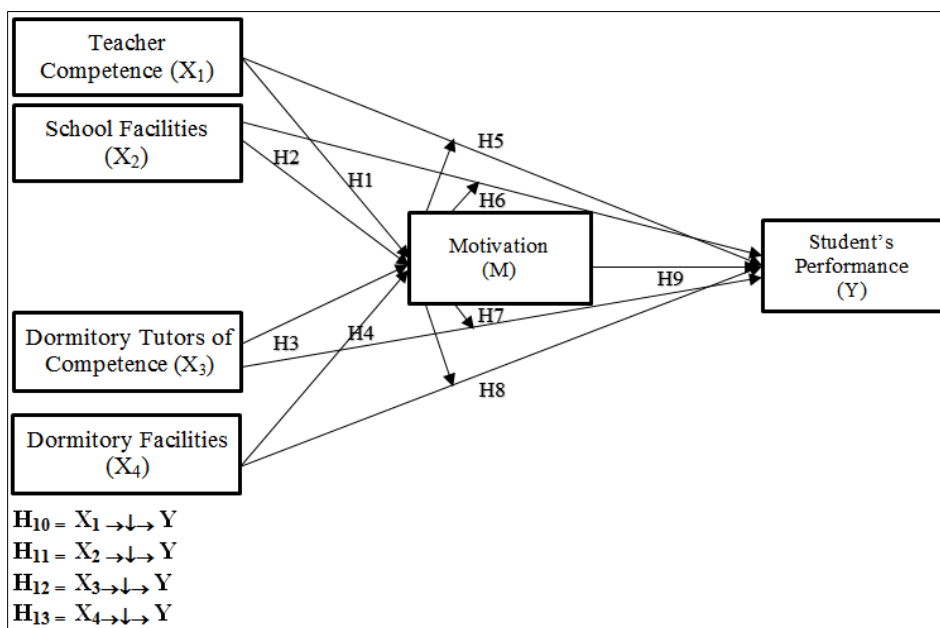
Fig 3. Model Research Proposed ... (3)

Fig 4. Model Research Proposed ... (4)
Source: Designed by Author's (2021)

Against set the alternative reply to the research aim needs a hypothesis statement from each model proposed, the following as follows:

H₁   stated that Teacher Competence has an influence towards Motivation
H₂   stated that School Facilities has an influence towards Motivation
H₃   stated that Dormitory Tutors of Competence has an influence towards Motivation
H₄   stated that Dormitory Facilities has an influence towards Motivation
(for the model research proposed ... 1) – From Fig 2.
H₁   stated that Teacher Competence has an influence towards Student's Performance
H₂   stated that School Facilities has an influence towards Student's Performance
H₃   stated that Dormitory Tutors of Competence has an influence towards Student's Performance
H₄   stated that Dormitory Facilities has an influence towards Student's Performance
(for the model research proposed ... 2) – From Fig 2.
Combining set the alternative reply to the following research aim needs a hypothesis statement

from each model proposed, the following as follows:

H_1-H_8 expressed in the model research proposed [1] and [2], and also add on the hypothesis statement as follow

H_9   stated that Motivation has an influence towards Student's Performance

for the model research proposed ... 3) – From Fig 3.

Combining set the alternative reply to the following research aim needs a hypothesis statement from each model proposed, the following as follows:

H_1-H_9 expressed in the model research proposed [1], [2], and [3] also add on the hypothesis statement as follow

H_{10}   stated the Consequence of Motivation in strengthen Teacher Competence Factor towards Student's Performance

H_{11}   stated the Consequence of Motivation in strengthen School Dormitory Factor towards Student's Performance

H_{12}   stated the Consequence of Motivation in strengthen Dormitory Tutors of Competence Factor towards Student's Performance

H_{13}   stated the Consequence of Motivation in strengthen Dormitory Facilities Factor towards Student's Performance

for the model research proposed ... 4) – From Fig 3

3.   Choice Phases

This phase commences by entering data into the decision-making model for measuring motivation and students performance (Fig.5). Each proposed construct must be clearly stated in the methodology based on the data sources' clarity. This literature suggests primary data so that the definition of constructs and reference sources used must be explicit in deriving into the sub-sub of each dimension and its measurement indicators when entering them into research tools or instruments in the input phase. The number of final samples to be processed must also be formulated using appropriate analytical methods; this literature proposes using confirmatory factor analysis techniques (abbreviated as CFA). This literature processing phase recommends using statistical software, i.e., IBM SPSS AMOS, LISREL, and others for multilevel structural equation modeling.

The measurement of student motivation and performance to initiate the processing phases judging the data validity and reliability instrument before into to goodness-of-fit (GoF) assessment. The estimation of the model feasibility test can be processed and repeated until the best model is found. Goodness-of-Fit (GoF) with absolute fit indices criterion, which requires:

Chi-Square (X^2) score is lowly and must have a probability score (p-value) higher than 0.05; it represents that the contention of normality is met and evaluation of the model is stated 'fit.'

GFI score is must higher than 0.90; it represents that the feasibility of the model is declared 'better fit.'

The RMSEA score is must lower and equal than 0.08; it represents that the evaluation of the model is declared 'acceptable fit.'. Then, if the RMSEA score is must lower and equal to 0.05; it represents that the evaluation of the model is declared 'close-fit based on the degree of freedom.

The RMR score is must lower than 0.05; it represents that the evaluation of the model is declared 'good-of fit.' then, the Standardized RMR score is lower and equal to 0.08 must fulfilled.

Goodness-of-Fit (GoF) with incremental fit indices criterion, which entails:

The AGFI score is must higher equal than 0.90; it represents that the evaluation of the model is declared 'good-of fit.'

The NFI and FFI score is also must higher equal than 0.90; it represents that the evaluation of the model is declared 'good-of fit.'

The TLI/NNFI and CFI, score is also must higher equal than 0.95; it represents that the evaluation of the model is declared 'good-of fit.'

While if a score yielded 0.80 until 0.90 stated that the model is still acceptable (marginal-fit) based on this criterion.

Goodness-of-Fit (GoF) with parsimonious fit indices criterion, which entails:

The PGFI score is must higher than 0.50; it represents that the evaluation of the model is declared prudence.'

The PNFI score is betwixt from 0.60 than 0.90; it represents that the evaluation of the model is declared 'good-of fit model.'

The $CMIN - dF$ with a confidence level of 95% score is lower than 2.00; it represents that the proposed model and available data show is declared 'acceptable-of fit.'

After the Goodness-of-Fit (GoF) assessment has fulfilled the criteria, it can communicate the results of the path diagram full-model issued from the program output to prove alternative hypotheses in hypothesis testing suitable to the research aims.

Conclusions

Based on the results and discussion prior to, the conclusion is as follows:

1. The initial stage for conceptualizing the research model for determining Islamic Boarding School Student Motivation and Performance at Islamic boarding school developed into several sub-models, which have up to four equations model in this literature.

2. These deploys can execute on statistical software, suchlike as IBM SPSS AMOS, LISREL, and otherwise, determined by the number of final samples on the proposed analysis method for choosing.

3. The results of the goodness-of-fit verify in this study may be built some recommendations accorded either cut-off value basic in the assessment model in creating a reasonably quick decision, for instance, by viewing at the output from Chi-Square ($X2$) and RMSEA scores, whether to re-specification test or interpret the goodness-of-fit that meet the requirements to prove the hypothesis.

Implications

This study is expected to guide novice researchers who want to develop models of determinants of motivation and student performance for designing the modeling process / the decision making in identifying dominant factors, for instance, with path analysis approaches, structural equation models, discriminant analysis, and others. The estimation proposed in the model assessment stage with the selected statistical approach will help the researcher decide to make a decision to interpret the hypothesis or to re-specification the model until the requirements in the model have been met based on the established criteria.

Recommendations

Further research is needed to support applied research to enrich the literature and involve many factors for the investigate of motivation and student performance.

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