

Rasch Analysis And Driving Teachers' Self-Efficacy Of Arabic Language

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Abstract

This research aims to analyze the level of self-efficacy of Arabic teachers to become driving teachers. Researchers used a survey method. The data collection technique was carried out using a non-test instrument: a closed questionnaire containing three aspects of self-efficacy. The sample in this study was 14 Arabic teachers spread across Kediri Residency. The data analysis technique uses the Rasch Model, assisted by the Minister 5.6.1.0 application. The data findings show that the instrument's reliability is a logit figure of 0.98 (perfect) and a Cronbach Alpha logit figure of 0.90 (very high). The validity of the instrument shows that the average MNSQ (Mean Square) outfit is 1.02, and the average ZSTD (Z-standard) outfit is -0.3 (valid). Regarding instrument difficulty level, three statements are classified as easy, three as medium, ten as complex, and three as very difficult. Respondent R9P showed the highest respondent ability, while respondent R7L showed the lowest ability. Arabic teachers' magnitude, strength, and generality percentages are 79%, 74%, and 85%. The average percentage level of self-efficacy of Arabic teachers in Kediri residency is 91%, which is classified as very high).

Keywords: Self Efficacy; Arabic Language; Teachers; Driving Teacher; Rasch Model

INTRODUCTION

As we know, there are still many problems in the field of education, ranging from simple to complex issues. Based on the Ministry of Education and Culture's release, test scores Programme for International Student Assessment (PISA) held by the Organization for Economic Co-operation and Development (OECD) in 2018 stated that, in terms of science, mathematics, and reading, it was recorded that 60-70% of Indonesian students' abilities were still below average (Hewi & Saleh, 2020). Another problem can be seen from the education system used, namely that there is a delay in keeping up with the times, which results in a disability in the education system in meeting increasing demands. This is in line with the PISA score graph, which shows that Indonesian students' scores are 100 points behind the average standard score for students in OECD countries, meaning that education in Indonesia is around 2.5 years behind that of children in OECD countries. Of course, this is ironic and requires great attention. To resolve these educational problems, one of the things that can be improved is the educational activity process itself (Mangolo et al., 2022). As in the teaching and learning process, teachers need to keep up with current developments, foster a comfortable atmosphere, and pay attention to the development of

each student so that learning takes place optimally. But it's not that easy; teachers must master various strategies to meet these multiple demands (Stanislaus et al., 2020).

To resolve educational problems and answer the needs of the 4.0 education system, the Minister of Education, Nadiem Makarim, responded with the idea of freedom to learn (Ardiyan et al., 2022). Freedom to learn (Merdeka belajar) here is not only aimed at students but, as quoted by tempo.com 2019, explains that freedom to learn is the freedom to think, which, of course, starts with the teacher (Sibagariang et al., 2021). In this independent learning practice, of course, both (teachers and students) play a role, contribute and share learning experiences. As for the process of educational activities, teachers as professional staff are one element that plays a central role in developing human resources to achieve quality education. Teachers, who are the central element in developing quality human resources, of course, need to be continuously treated to be more adaptive to current developments and easily sensitive to what their students need to achieve a learning goal. Not only that, teachers also act as a driving force and determine the success of education in improving and developing the quality of human resources (Rofiki, 2019). From here, we can draw a common thread, namely, if we want to improve education, teacher resources as the central point need to continue to develop qualities related to their professionalism in carrying out their roles as motivators, facilitators, evaluators, and like (Prabowo, 2021).

Efforts to improve teacher quality are also accommodated in the fifth series of independent learning programs, namely the teacher mobilization program. The Driving Teacher Education Program (PPGP) is implemented based on learning leadership competencies (instructional leadership). This program prepares teachers in Indonesia to encourage overall student growth and development, be active and proactive in inviting teachers around them to implement student-centered learning or center learning (SCL), as well as be an example and agent of transformation of the educational ecosystem as an effort to realize the Pancasila student profile (Sibagariang et al., 2021). This means that the driving teacher is a leader and role model for the teachers around him.

The existence of this driving teacher program is predicted to be the first step in cultivating quality teacher seeds and producing visionary supervisors with high quality (Abd. Qadir Muslim & Tamim Mulloh, 2022; Febrianto et al., 2023). They hope to become leaders in the school transformation process towards comprehensive quality education (Ningrum & Suryani, 2022). So, it can be interpreted that this teacher-driving program is urgent for teachers in Indonesia to participate. This is in line with research by Farhan, Herliana, Evendi, Devy, & Mauliza, which states that the role of applying the driving teacher concept in thermodynamics lectures provides changes starting from increasing the lecturer's ability (Farhan et al., 2021). This is the same as the opinion of Atika, Solehatul, and Husain, who emphasized that independent learning and driving teachers help improve the quality of education in the era of the Industrial Revolution 4.0 and global competition (Wijaya et al., 2020).

However, to follow and become a driving teacher and realize such noble ideals, the essential thing for a teacher is belief, desire, and enthusiasm from within (Wahdah et al., 2023). Of course, with the personal desire of a teacher, the extensive program called teacher evasion will be able to be implemented optimally, even with the ultimate goal of the program. The belief in one's abilities is known as self-efficacy (Abd-El-Fattah, 2015).

Self-efficacy is a person's expectations regarding his or her ability to perform a task (A. King, 2014; Annida & Nuha, 2023; Bandura, 1998). Albert Bandura said that

self-efficacy has a close correlation with self-confidence in facing uncertain situations (Praver, 2014). Self-efficacy also plays a very important role in forming a person's character and career (Eka Rachmawati, 2012). According to Triantoro Safaria, self-efficacy is also an important factor in a person's motivation, achievement, and career (Safaria, 2016). Several research results state that self-efficacy influences career aspirations positively and significantly. As Lie Liana's research states self-efficacy has a positive effect on teacher performance in State Middle Schools in Bojong District, Kab. Pekalongan (Liana & Rijanti, 2016). These results are also in Bandura's opinion, in Herian & Jacob, that success in a field is closely related to self-efficacy (Herian & Jacob, 2013). It means the level of self-efficacy also determines the level of teacher motivation to become a driving teacher.

So far several previous studies are almost similar to this research, among others the research by Nurul Wahdah et al" Investigating The Arabic Teacher's Efficacy to Become a Driving Teacher" (Mixed Method). The findings state the average level of efficacy of Arabic language teachers in Central Kalimantan is 3.79. The difficult aspect is the strength aspect where teachers have difficulty evaluating learning outcomes involving parents (Wahdah et al., 2023). Other research by Ari Rahmi Hasfaraini (Qualitative) entitled Self-efficacy with Adolescent Career Aspirations. The findings stated that efficacy is theoretically related to a person's career aspirations (Hasfaraini, 2023). Furthermore, research by Victory Ilham Tamtomo (Quantitative) entitled "Self-Efficacy and Career Aspirations of Students to Become Professional Football Players". The research results show self-efficacy is positively correlated with career aspirations. This shows that if self-efficacy shows a high category, then career aspirations tend to show high results too (Ilham Tamami, 2019).

Different from previous studies, the subjects of this research were Arabic language teachers in the Kediri Residency area. Apart from that, this research uses Rasch Model analysis which is the result of the development of the item approach theory (IRT) (D. Wright & H. Stone, 1979; Rahim & Haryanto, 2021) . So with Rasch analysis, the measurement model is more objective because it is not only based on the grooming center but can connect subjects (respondents) and items (Sumintono, 2021; Suwandi & Supriyanti, 2021). Therefore, researchers are interested in conducting a research entitled "Identification Self-efficacy Arabic Language Teachers in Kediri Residency to Become Driving Teachers: Rasch Model Analysis". The research aims to reveal how big the level of efficacy of Arabic teachers because indirectly level self-efficacy also influences the quality of teachers and students, especially Arabic language teachers and Arabic students in the Kediri Residency area. Apart from that, this research will produce Rasch model data that is complete enough to be used as evaluation material for Arabic language teachers to improve themselves and as data material for supervisors at Kediri Residency to guide and evaluate Arabic language teachers. Apart from the fact that this discussion is still rare, of course, this research has a great urgency to be carried out.

METHOD

The method used in this research is a survey. A survey is a quantitative study in which researchers ask statements or questions about a person's beliefs, behavior, character, and opinions toward a particular object (Neuman, 2003). The subjects in this research were Arabic language teachers spread across the Kediri residency. The sampling technique uses purposive sampling. The sample obtained was 14 Arabic teachers

consisting of 10 women and 4 men. The characteristics of teachers observed in this research are 1) having a minimum of 3 years of teaching experience, (2) being 23-55 years old, and (3) teaching in MTs / Aliyah. Researchers determine the characteristics of the subjects observed so that Arabic language teachers can provide objective data based on the experiences they have had while teaching Arabic.

The data collection technique was carried out through a non-test instrument in the form of a closed questionnaire which was adapted from Nurul Wahdah et al.'s research questionnaire instrument which had been modified according to the research objectives (Wahdah et al., 2023). The questionnaire consists of 22 statement items containing 3 aspects of self-efficacy. The first aspect is the level/magnitude aspect, which is related to confidence in facing difficult tasks (Fauji, 2021). The second aspect is generality which is characterized by the ability to complete tasks according to one's abilities. The third aspect is strength which is related to a person's belief in their viability (Bandura, 1998). The questionnaire is in the form of Likert scale points where each question has a value of 1-5 starting from "strongly disagree" to "strongly agree". The assessment scores in the 5 Likert scale questionnaire are Strongly Agree (SA) (5), Agree (A) (4), Neutral (N) (3), Disagree (DA), and Strongly Disagree (SDA).

Researchers applied the Rasch model in analyzing the data obtained. The Rasch model itself is a development of the approach Item Response Theory (Prieto et al., 2003). The Rasch model has many advantages over the classical theoretical approach (CTC) (Hayati, 2016; Nuryanti et al., 2018). Raw data from the questionnaire was then grouped and tabulated via Microsoft Excel. The Rasch model analysis was assisted by the Ministep application version 5.6.1.0. Statement items are coded "item 1" to "item 22". Meanwhile, respondents were given the code R1 "P" (perempuan) for the first female respondent. And R2 "L" (laki-laki) for the second male respondent. The researcher then tested the reliability, validity, item separation index, item difficulty level, and then the distribution of respondents' abilities. Next, the researcher calculated the percentage of the 3 aspects of the instrument self-efficacy namely the level/magnitude aspect, the strength aspect, and the final fiber generality aspect is the average level self self-efficacy of all respondents.

The criteria used in instrument testing are: self-efficacy based on Sumintono & Widhiarso's criteria (Sumintono & Widhiarso, 2015)

Table 1. Instrument and Person Reliability Test Criteria

| Logit Value | Reliability Criteria |
|-------------|----------------------|
| >0,94 | Very very good |
| 0,91- 0,94 | Very good |
| 0,80- 0,90 | Good |
| 0,67 – 0,80 | Enough |
| <0,67 | Less |

Table 2. Instrument Validity Test Criteria

| Outfit Value | Criteria |
|--------------------|---------------------------------|
| MNSQ (Mean Square) | 0,5 < MNSQ < 1,5 |
| ZSTD (Z-Standard) | ZSTD (Z-Standard) -2 < ZSTD < 2 |

Table 3. Instrument Reliability Test Criteria with Cronbach's Alpha

| Cronbach's Alpha Value | Reliability |
|------------------------|----------------------|
| 0,80 – 100 | High Reliability |
| 0,70 – 0,80 | Good Reliability |
| 0,60 – 0,70 | Adequate Reliability |
| <0,60 | Poor Reliability |

Table 4. Criteria for Item Separation Index

| Separation Index | Criteria |
|------------------|-----------|
| < 2 | Very Less |
| > 5 | Less |
| 2 – 3 | Enough |
| 3 – 4 | Good |
| 4 – 5 | Very well |

Table 5. Instrument Difficulty Level Criteria

| Value logit | Difficulty Criteria |
|----------------------|---------------------|
| Value logit > SD | Very difficult |
| 0 < Value logit < SD | Difficult |
| SD < Value logit < 0 | Easy |
| Value Logit < -SD | Very easy |

Next, the researcher presents a descriptive analysis of each aspect of self-efficacy. The percentage for each aspect is found using the Riduwan formula:

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

RESULTS AND DISCUSSION

Reliability, Validity, And Distinction

Testing is assisted by the Ministep application in the menu output table 3.1 summary statistics. Based on Figure 1, person reliability shows a logit figure of 0.91. Based on Table 1, this means that person reliability is at a very good level, which indicates that the consistency of respondents' answers is very good. The item reliability shows a logit figure of 0.69. This means that the quality of the statement items based on the results of respondents' answers is at a sufficient level. Meanwhile, Cronbach's alpha (KR-20) shows a logit figure of 0.90 ($\alpha > 0.90$) high reliability. Referring to Table 2, this means that the overall value of the item is very good. This means that overall, the instruments and respondents are in agreement (Alyani & Zahra, 2020; Sumintono & Widhiarso, 2015). As for the validity of the instrument based on Figure 1, it shows a logit of 1.03 ($0.5 < 1.03 \text{ MNSQ} < 1.5$) onoutfit mean square (MNSQ). Meanwhile, the validity value at outfit Z-standard (ZSTD) shows a logit value of 0.08 ($-2 < 0.08 \text{ ZSTD} < 2$). Referring to Table 3, this means that the items in this research instrument are valid and acceptable because they are by the Rasch model measurement.

Meanwhile, the person separation index shows a figure of 3.20 which is included in the good category. Meanwhile, the item separation index shows a logit figure of 1.50 (very less). So based on Table 4, item separation is low. This means several statement items, several need to be reviewed and improved. As for other equations for grouping items and persons Based on the logit separation, the strata equation (H) is used (H) (Erfan et al., 2020). For the item strata equation value, $H=2.3$ is obtained and rounded to 3. This means the item group based on The spacing values is divided into 3 groups. For the person strata equation value, it is obtained that $H=3.97$ is rounded up become 4. This means the respondent group based on The spacing values is divided into 4 groups.

Table 6. Raw Data from Questionnaire Results

| No | Indicator | SDA (1) | DA (2) | N (3) | A (4) | SA (5) |
|----|--|---------|--------|-------|-------|--------|
| 1. | I am always curious about new learning using applications | 1 | 0 | 1 | 9 | 3 |
| 2. | I am confident that I can guide the learning process with a comfortable and enjoyable learning ecosystem | 1 | 0 | 1 | 8 | 4 |
| 3. | I am confident that I can guide the learning process with a comfortable and enjoyable learning ecosystem | 1 | 1 | 0 | 9 | 3 |
| 4. | I was able to create learning breaks as a space for discussion and collaboration | 0 | 0 | 1 | 11 | 3 |
| 5. | I am interested in joining the driving teacher program | 0 | 0 | 4 | 8 | 2 |
| 6. | As a teacher, I am very motivated by the teacher drive program to improve my quality | 1 | 0 | 2 | 9 | 3 |

| | | | | | | |
|-----|--|---|---|---|----|----|
| 7. | I am still trying to become a driving teacher even though the opportunity to take part in the driving teacher program has not been fulfilled | 0 | 0 | 5 | 6 | 3 |
| 8. | I can be a driving teacher | 0 | 1 | 5 | 7 | 1 |
| 9. | I can confidently reflect and evaluate students in learning by involving parents | 1 | 0 | 2 | 10 | 1 |
| 10. | I believe that I can train other teachers and make changes to the quality of learning and self-development independently | 0 | 0 | 8 | 6 | 0 |
| 11. | I am confident that I can motivate fellow teachers to continuously learn and make positive changes to produce a quality generation | 0 | 0 | 7 | 6 | 1 |
| 12. | I try to move the educational ecosystem with teachers and school members | 0 | 1 | 3 | 8 | 2 |
| 13. | I can move to learn with other teachers | 0 | 0 | 4 | 9 | 1 |
| 14. | I always open room for discussion and collaboration between teachers and stakeholders inside and outside the school | 0 | 0 | 3 | 9 | 2 |
| 15. | I always embed character education in Arabic language learning | 0 | 0 | 0 | 4 | 10 |
| 16. | I try to understand the ins and outs of the character of today's students | 0 | 0 | 1 | 7 | 6 |
| 17. | I try to be flexible in dealing with various types of student behavior | 0 | 0 | 0 | 9 | 5 |
| 18. | If some teachers or students experience difficulties or pleasure, I feel what they feel | 0 | 0 | 2 | 7 | 5 |
| 19. | I work closely with school stakeholders in various fields and educational activities | 0 | 0 | 1 | 11 | 2 |
| 20. | I have moral, emotional, and spiritual maturity | 0 | 0 | 2 | 10 | 2 |
| 21. | I try to be flexible in dealing with students | 0 | 0 | 3 | 6 | 5 |
| 22. | I have empathy for students | 0 | 0 | 3 | 7 | 4 |

SUMMARY OF 14 MEASURED PERSON

| | TOTAL SCORE | COUNT | MEASURE | MODEL S.E. | INFIT | | OUTFIT | |
|---------------------------|-------------|---------|---------|------------|-------|--------------------|--------|-------|
| | | | | | MNSQ | ZSTD | MNSQ | ZSTD |
| MEAN | 87.5 | 22.0 | 1.85 | .43 | 1.01 | -.21 | 1.03 | -.08 |
| SEM | 2.4 | .0 | .47 | .05 | .19 | .48 | .20 | .47 |
| P.SD | 8.7 | .0 | 1.69 | .17 | .68 | 1.73 | .73 | 1.69 |
| S.SD | 9.1 | .0 | 1.75 | .18 | .71 | 1.79 | .76 | 1.75 |
| MAX. | 109.0 | 22.0 | 6.91 | 1.03 | 2.75 | 3.10 | 2.99 | 3.54 |
| MIN. | 74.0 | 22.0 | -.05 | .29 | .27 | -2.72 | .30 | -2.57 |
| REAL RMSE | .50 | TRUE SD | 1.61 | SEPARATION | 3.20 | PERSON RELIABILITY | .91 | |
| MODEL RMSE | .46 | TRUE SD | 1.62 | SEPARATION | 3.50 | PERSON RELIABILITY | .92 | |
| S.E. OF PERSON MEAN = .47 | | | | | | | | |

PERSON RAW SCORE-TO-MEASURE CORRELATION = .97

CRONBACH ALPHA (KR-20) PERSON RAW SCORE "TEST" RELIABILITY = .90 SEM = 2.70

STANDARDIZED (50 ITEM) RELIABILITY = .97

SUMMARY OF 22 MEASURED ITEM

| | TOTAL SCORE | COUNT | MEASURE | MODEL S.E. | INFIT | | OUTFIT | |
|-------------------------|-------------|---------|---------|------------|-------|------------------|--------|-------|
| | | | | | MNSQ | ZSTD | MNSQ | ZSTD |
| MEAN | 55.7 | 14.0 | .00 | .50 | 1.09 | .09 | 1.03 | .08 |
| SEM | .9 | .0 | .22 | .01 | .15 | .25 | .13 | .20 |
| P.SD | 4.0 | .0 | 1.03 | .06 | .70 | 1.15 | .59 | .91 |
| S.SD | 4.1 | .0 | 1.05 | .06 | .72 | 1.18 | .60 | .93 |
| MAX. | 66.0 | 14.0 | 1.56 | .64 | 3.27 | 3.05 | 2.87 | 2.35 |
| MIN. | 48.0 | 14.0 | -3.08 | .36 | .29 | -1.65 | .29 | -1.74 |
| REAL RMSE | .57 | TRUE SD | .85 | SEPARATION | 1.50 | ITEM RELIABILITY | .69 | |
| MODEL RMSE | .50 | TRUE SD | .90 | SEPARATION | 1.80 | ITEM RELIABILITY | .76 | |
| S.E. OF ITEM MEAN = .22 | | | | | | | | |

Figure1. Reliability Test, Validity And Item Separation Index

Instrument Difficulty Level

The difficulty level of items can be analyzed in the Ministep application on output Table 13. Item Measure. The difficulty level of items can be categorized based on the Standard Deviation (SD) value and the logit measure value (Sumintono & Widhiarso, 2015). On the Item measure map, the logit values are visible. A large logit value also indicates the level of difficulty of the item.

ITEM STATISTICS: MEASURE ORDER

| ENTRY NUMBER | TOTAL SCORE | TOTAL COUNT | JMLE MEASURE | MODEL S.E. | INFIT MNSQ | ZSTD | OUTFIT MNSQ | ZSTD | PTMEASUR-CORR. | AL-EXP. | EXACT OBS% | MATCH EXP% | ITEM |
|--------------|-------------|-------------|--------------|------------|------------|-------|-------------|-------|----------------|---------|------------|------------|---------|
| 10 | 48 | 14 | 1.56 | .36 | .82 | -.33 | 1.37 | .87 | .32 | .62 | 57.1 | 52.7 | Item 10 |
| 8 | 50 | 14 | 1.27 | .39 | .53 | -1.09 | .63 | -.71 | .75 | .60 | 85.7 | 63.2 | Item 8 |
| 11 | 50 | 14 | 1.27 | .39 | .70 | -.56 | .99 | .14 | .56 | .60 | 64.3 | 63.2 | Item 11 |
| 9 | 52 | 14 | .94 | .43 | 1.13 | .42 | .73 | -.41 | .61 | .60 | 71.4 | 66.2 | Item 9 |
| 12 | 53 | 14 | .74 | .45 | .71 | -.40 | .63 | -.64 | .74 | .59 | 71.4 | 66.8 | Item 12 |
| 13 | 53 | 14 | .74 | .45 | .29 | -1.65 | .29 | -1.74 | .80 | .59 | 85.7 | 66.8 | Item 13 |
| 5 | 54 | 14 | .52 | .48 | .68 | -.47 | .67 | -.50 | .70 | .59 | 57.1 | 67.4 | Item 5 |
| 7 | 54 | 14 | .52 | .48 | .74 | -.33 | .79 | -.22 | .76 | .59 | 57.1 | 67.4 | Item 7 |
| 1 | 55 | 14 | .29 | .50 | 2.21 | 1.88 | 1.83 | 1.37 | .55 | .58 | 71.4 | 68.3 | Item 1 |
| 3 | 55 | 14 | .29 | .50 | 2.29 | 1.97 | 1.90 | 1.45 | .52 | .58 | 71.4 | 68.3 | Item 3 |
| 14 | 55 | 14 | .29 | .50 | .60 | -.71 | .58 | -.70 | .68 | .58 | 85.7 | 68.3 | Item 14 |
| 2 | 56 | 14 | .03 | .51 | 3.27 | 3.05 | 2.87 | 2.35 | .35 | .57 | 57.1 | 68.9 | Item 2 |
| 20 | 56 | 14 | .03 | .51 | .54 | -.92 | .51 | -.83 | .69 | .57 | 85.7 | 68.9 | Item 20 |
| 6 | 57 | 14 | -.24 | .53 | .78 | -.34 | .75 | -.25 | .64 | .56 | 71.4 | 69.9 | Item 6 |
| 19 | 57 | 14 | -.24 | .53 | .58 | -.91 | .54 | -.70 | .60 | .56 | 85.7 | 69.9 | Item 19 |
| 22 | 57 | 14 | -.24 | .53 | 1.71 | 1.39 | 1.59 | 1.02 | .39 | .56 | 57.1 | 69.9 | Item 22 |
| 4 | 58 | 14 | -.52 | .54 | 1.10 | .36 | 1.03 | .27 | .38 | .55 | 85.7 | 70.4 | Item 4 |
| 21 | 58 | 14 | -.52 | .54 | 1.38 | .91 | 1.33 | .68 | .59 | .55 | 64.3 | 70.4 | Item 21 |
| 18 | 59 | 14 | -.81 | .54 | 1.06 | .29 | 1.01 | .24 | .62 | .53 | 71.4 | 70.9 | Item 18 |
| 16 | 61 | 14 | -1.41 | .55 | .88 | -.22 | .80 | .03 | .60 | .49 | 71.4 | 68.5 | Item 16 |
| 17 | 61 | 14 | -1.41 | .55 | .58 | -1.23 | .52 | -.40 | .60 | .49 | 85.7 | 68.5 | Item 17 |
| 15 | 66 | 14 | -3.08 | .64 | 1.28 | .83 | 1.20 | .52 | .19 | .35 | 64.3 | 74.7 | Item 15 |
| MEAN | 55.7 | 14.0 | .00 | .50 | 1.09 | .09 | 1.03 | .08 | | | 71.8 | 67.7 | |
| P.SD | 4.0 | .0 | 1.03 | .06 | .70 | 1.15 | .59 | .91 | | | 10.9 | 4.1 | |

Figure 2. Instrument Difficulty Level

Based on Figure 2, it can be seen that the standard deviation (SD) shows a logit value of 1.03. Based on Table 5, this means that the most difficult statement is shown by item number 10 which has a logit value of 1.56 (logit value >1.03). This item reads "I believe that I can train other teachers and make changes to the quality of learning and develop myself independently". This means that on average respondents still do not believe that respondents can train other teachers to make changes to the quality of learning and develop themselves independently. The second very difficult item is in statement number 8 which has a logit value of 1.27. The item reads "I can become a driving teacher". This means that the average respondent finds it difficult to believe that the respondent is capable of becoming a driving teacher. The third very difficult item is shown by the number 11 with a logit value of 1.27. This means that items number 8 and 11 have level the same difficulty.

The items that are classified as difficult ($0 < \text{measure logit} < 1.03$) are indicated by items number 9, 12, 13, 5, 7, 1, 3, 14, 2, 20. Meanwhile, moderate items are indicated by item numbers 6, 19, 22, 4, 21, 18. Easy items ($-1.03 < \text{measure logit} < 0$) are indicated by numbers 16, 17, 15. The sound of item 16 is "I try to understand the ins and outs of the character of today's students". Meanwhile, item 17 reads "I try to be flexible in dealing with various kinds of student behavior". The easiest item is shown by item 15 which reads "I always embed character education in Arabic language learning". So it can be seen that there are 3 statements with a very difficult level, 10 statements with a difficult level, 6 statements with a medium level, and 3 statements with a very easy level.

Distribution Of Respondent's Abilities

The distribution of respondents' abilities in answering items can be analyzed using Ministep output table 16. person.wright map (Sumintono, 2021). The left part of the Wright map shows the distribution of item difficulty levels. Meanwhile, on the right is the distribution of respondents' abilities (Agustiani & Marlana, 2023). The numbers on the far left (7,6,5,4,3,2,1,0,-1,-2,-3) show the logit value. Meanwhile, 2T shows the limits of standard deviation (Alagumai et al., 2005; Falani et al., 2022; Yusmaita & Desviani, 2023). If the item is still within the T range, it means that the item/student's ability is still normal, but if it is outside the 2 standard deviation limits, then the item can be improved.

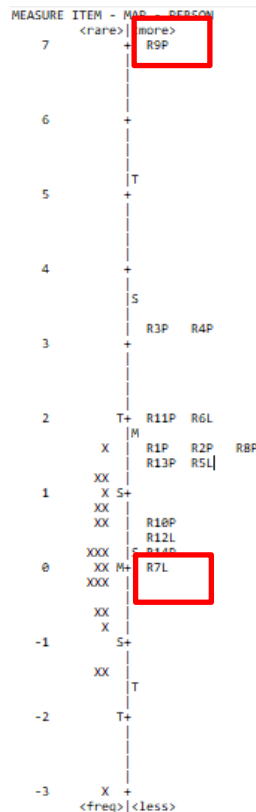


Figure 3. Person Map

The picture above shows the distribution of respondents' abilities (Yunisari Tutuala et al., 2021). Respondents by level self-efficacy the highest was respondent R9P (Respondent 9 is Female). As for respondents with levels self-efficacy own self-efficacy the lowest is respondent R7 (Respondent 7 is male).

Aspect Achievement In The Instrument Self Efficacy

Table 7. Percentage Aspect Achievement

| No | Aspects in Instruments | Instrument Number | Average Percentage Score |
|-------------------------------------|------------------------|--|--------------------------|
| 1 | Magnitude | 1,2,3,4,5,6,7,8 | 79% |
| 2. | Stregh | 9,10,11,12,13,14, | 74% |
| 3. | Generality | 15,16,17,18,19,20,21,22 | 85% |
| The average percentage of 3 aspects | | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22 | 91% |

Based on Table 7, it can be seen that the level/magnitude aspect self-efficacy by 79%. This means the average score for 14 respondents in the level aspect self-efficacy is

79%. As for the second aspect, namely the strength aspect, it is 74%. This means that the average score for 14 respondents in the strength aspect is 74%, which is lower than the first aspect. Meanwhile, in the general aspect, it was found to be 85%. This means that the average score for 14 respondents in the general aspect is 85%, which means the value in this aspect is greater than the previous two aspects.

So it can be seen that respondents tend to agree more easily on the generality aspect, followed by the magnitude aspect, and finally the strength aspect. This is of course in line with the measurements in Figure 2 which state that the items that are difficult to agree with are statement items number 10, 8, and 11, where these statements are classified into the strength aspect which occupies the aspect with the lowest level of agreement. The percentage for all aspects of the item is 91%. It means the level of self-efficacy The average of the 14 Arabic language teacher respondents in Kediri residency is very high. So it can be seen that an average of 14 respondents are confident in their ability to become driving teachers.

CONCLUSION

Based on the findings and analysis results, the researcher concluded that the instrument used was valid and reliable based on the Rasch Model measurement standards. In general, Arabic language teachers at Kediri Residency have self-efficacy. The highest rate for becoming a driving teacher is 91%. This means that Arabic language teachers at Kediri Residency, on average, feel confident about becoming driving teachers. The analysis results show that the average percentage self-efficacy of Arabic language teachers at the Kediri Residency in the level/magnitude aspect is 79%, in the strength aspect 74%, and in the generality aspect 85%. As for this research, there are several limitations, namely that respondents are limited to the scope of Kediri residency only so that the results can be generalized to a manageable scope. Apart from that, in the Rasch model analysis, there are several things that researchers cannot carry out, namely, analysis of differences in characteristics (DIF) due to limited time and energy. So, it is hoped that other researchers will develop this research and complete the DIF analysis they still need.

However, this research still has great urgency because this research has produced Rasch model data that is clear and complete enough to be used as evaluation material for Arabic language teachers to improve themselves and as data material for supervisors at the Kediri Residency to guide and evaluate Arabic language teachers. After all, in the Rasch model, the statement items that are the source of the respondents' main difficulties are visible. This makes it easier for supervisors to evaluate it.

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