

# THE INFLUENCE OF *WIDYAISWARA*'S COMPETENCES ON THE EFFECTIVENESS OF EDUCATION AND TRAINING AT THE RELIGIOUS EDUCATION AND TRAINING CENTER OF MAKASSAR

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## ***Abstract***

*This study aimed to analyze the influence of learning management competence, social competence, personality competence, and substantive competence of widyaiswara on the effectiveness of religious education and training at the Religious Education and Training Center of Makassar. This research used explanatory research and a quantitative methodological approach. The total respondents in this study were 75 people who were obtained using a total sampling from alums of the Substantive Technical Education and Training of Deputy Heads of Madrasahs. Data was collected through a questionnaire instrument which was analyzed using descriptive and inferential statistics. These four competencies of widyaiswara were measured based on the education and training participants' perceptions using a Likert scale. The results of the descriptive analysis showed that the participants' perceptions of learning management competence, social competence, personality competence, and substantive competence of widyaiswara were in the very positive category. Similarly, the effectiveness of religious education and training at the Religious Education and Training Center of Makassar is in the high category. Furthermore, the results of the inferential analysis revealed a significant influence between learning management competence, social competence, personality competence, and substantive competence of widyaiswara on the effectiveness of religious education and training partially. Also, the data processing results using SPSS in the ANOVA table concluded that learning management competence, social competence, personality competence, and substantive competence of widyaiswara simultaneously have a significant*

*influence on the effectiveness of religious education and training. The most influential competencies are learning management competence and substantive competence.*

**Keywords:** *widyaiswara's competence, effectiveness, education and training.*

## INTRODUCTION

The effectiveness of employee performance can be increased through education and training since human resources will get the provision to improve performance towards maximum performance effectiveness. It is in line with Drucker's statement that education and training are an effort to develop human resources, especially intellectual abilities and human personality. Education and training are a learning process to improve the ability of human resources to carry out their duties (Rosmadi, 2018; Drucker, 2008).

The Education and Training for Civil Servants (ASN) makes the implementation of tasks well-organized due to an increase in knowledge insight, sharpening of skilled abilities, and changes in beneficial attitudes and behavior. As stated in the Regulation of the Minister of Religion Number 75 of 2015 concerning the Implementation of ASN education and training under the auspices of the Ministry of Religion, specifically Article 2 explains that education and training aim to produce ASN who have quality, professionalism, integrity, and responsibility; strengthening attitudes that have an orientation that can provide services, protection, and can empower these values in society. Hope is also directed at increasing knowledge and deepening expertise, skilled attitudes, and employee attitudes so that job duties can be carried out professionally based on superior personalities and have a code of ethics as required by the Ministry of Religion. Furthermore, with education and training, employees can make reforms to strengthen the unity and integrity of the nation.

The Religious Education and Training Center of Makassar or *Balai Pendidikan dan Pelatihan Keagamaan Makassar* (BDK Makassar) is one of the units carrying out the Ministry of Religion's technical education and training activities in the regions. BDK Makassar is expected to have resources that can meet the participants' needs to develop their competencies. These resources include teaching staff or *widyaiswara*, facilities, and infrastructure for a conducive environment.

All components considered capable of increasing the effectiveness of the implementation of education and training must be the main concern, namely the instructor or *widyaiswara*, participants, materials, methods, objectives, and targets (Mangkunegara, 2006). The education and training effectiveness can be seen from the competency evaluation results of participants and the time used in implementing the education and training.

The effectiveness of education and training can be measured in four indicators: the achievement of learning targets in a timely manner, characteristics of effective education and training participants in the learning process, a conducive atmosphere and environment for learning activities, and increased skills and knowledge of education and training participants (Komariah, 2005).

The success of the education and training depends on the quality of the *widyaiswara*. *Widyaiswara* is a Civil Servant appointed as a functional official by an authorized official with the duties, responsibilities, and authority to educate, teach, and/or train Civil Servants at government education and training institutions. *Widyaiswara* is an important component of education and training since it has a strategic role in every stage of education and training. Blanchard and Thacker explain the ADDIE model as a stage of the education and training process: Analysis, Design, Development, Implementation, and Evaluation. Each stage has essential elements, and *widyaiswara* is an inseparable entity from those stages (Blanchard, 1999).

## Literature Review

Effectiveness has the basic word of effective, which means the goals that have been set can be successful. Thus, effectiveness always relates to the results to be achieved. Furthermore, the effectiveness is to achieve the goal by paying attention to good results. (Sugihartono, 2007; Qodratilah, 2011; Budiani, 2009; Komariah, 2005; Nilasari 2020). Education and training aim to increase knowledge in teaching and learning

activities that improve abilities so they have skills and expertise based on their respective fields of work, as stipulated in PP Number 101 of 2000 concerning Education and Training, Positions for Civil Servants.

Education and training can improve human resources competencies, including knowledge, attitudes, and skills, by adjusting to assignments and learning (Amaddin, 2015; Rosmadi, 2018; Ekaningsih, 2013; Harsono, 2011). Competence, from a theoretical perspective, is a cognitive structure that facilitates certain behaviors. From an operational perspective, competence includes a variety of higher skills and behaviors that represent the ability to cope with complex and unpredictable situations (Mahmud, 2018).

The success of the education and training is determined by the *widyaiswara's* competence which includes learning management competence, personality competence, social competence, and substantive competence. Learning management competence is the ability that must be possessed by *widyaiswara* in planning, compiling, implementing, and developing learning. Personal competence is a personal ability that is steady, stable, mature, and wise, being a role model for students and having noble character (Mulyasa, 2001). Social competence is the ability of educators as part of the community to communicate and get along effectively with students, educators, education staff, parents/guardians of students, and the community (Naro, 2017). Social competence is also known as social intelligence. Social intelligence is one of the nine kinds of intelligence (logic, language, music, body, space, personal, natural, and culinary). A person possesses all this intelligence; only some are outstanding, and others are ordinary or lacking. Uniquely, some of these types of intelligence work in an integrated and simultaneous way when someone thinks and does something. (Ismail, 2010). Substantive competence is the ability that must be possessed by *widyaiswara* in the field of science and skills in the education and training subjects being taught.

## RESEARCH METHOD

This study was quantitative research with an explanatory research approach

intended to explain the influence between the dependent variable (Effectiveness of Religious Education and Training) and the independent variables (social competence, personality competence, learning management competence, and substantive competence of *widyaiswara*). The population that is the research object was 75 education and training participants for the Deputy Head of Madrasahs attending the technical education and training for July 2021 to August 2021.

In collecting data, the techniques used were questionnaires. Google forms were used to make it easier for researchers to reach respondents.

Questionnaires for data collection were on a Likert scale using scores of 5 (Very appropriate), 4 (Appropriate), 3 (Less appropriate), 2 (Inappropriate), and 1 (Very Inappropriate) for positive statements and the opposite scores for negative statements. Data were analyzed using the SPSS version 21.0 application.

## DISCUSSION

### Participants' Perceptions of *Widyaiswara's* Learning Management Competence (X1)

The participant's perception variable about the learning management competence of *widyaiswara* (X1) is one of four independent variables in this study. This variable was measured using four indicators: 1) planning, 2) preparation, 3) implementing learning, and 4) evaluating learning. The results of SPSS data analysis on the variable scores of participants' perceptions of learning management competence (X1) can be seen in the following outputs:

Descriptive Statistics

	N	Range	Minim.	Max.	Mean.	Std. Deviation
TOTAL.	75	52.00	78.00	130.00	1.0996E2	13.37246
Valid N	75					

N	Valid	75
	Missing	0
Median		1.0700E2
Mode		104.00

### Category of Participants' Perceptions of *Widyaiswara*'s Learning Management Competency

Score Range	Category	Frequency	Percentage
$X > 95,33$	Very Positive	66	88%
$78 < X \leq 95,33$	Positive	7	9%
$60,67 < X \leq 78$	Less Positive	2	3%
$X \leq 60,67$	Negative	0	0%
Total		75	100%

Source: Research data, processed 2021

These 66 people, or 88% of participants, perceive the learning management competence of *widyaiswara* in the very positive category. Seven (7) people or 9% perceive it in the positive category, and two (2) people or 3% perceive it in the less positive category. In conclusion, in general, the participant's perceptions of the *widyaiswara*'s learning management competence were in the very positive category.

Learning management competence of *widyaiswara*, the descriptive analysis results show that 66 people or 88% of the participants perceive the competence of *widyaiswara* learning management in the very positive category, seven people or 9% in the positive category, and two people or 3% in the less positive category. In conclusion, in general, the participant's perceptions of the *widyaiswara* learning management competence were very positive.

The results above indicate that *widyaiswara* have carried out their duties and functions following the competency standards of *widyaiswara* learning management, which are stipulated in the Regulation of the Head of the State Administration Agency Number 5 of 2008. The regulation describes the competency standards of learning management, including the abilities that must be possessed by *widyaiswara* in learning aspects.

*Widyaiswara*, as the spearhead of training, has a holistic role that determines the effectiveness of training. Sukarmen stated that *widyaiswara* as the spearhead and also as an asset success of a training. *Widyaiswara* will interact directly with training in the learning process, so that the lecturer is expected capable design of instructional quality and create a conducive learning environment. Absence of quality education and training process is highly dependent on learning

innovations implemented by *widyaiswara* in learning (Sukarmen, 2021).

### Participants' Perceptions of *Widyaiswara*'s Personality Competence (X2)

The variable of participants' perceptions of the *widyaiswara*'s personality competence is an independent variable in this study. This variable was obtained after being measured using two indicators: 1) exemplary personal appearance and 2) professional work.

The second indicator, which is obtained from implementing the code of ethics and a professional work ethic, consists of three statements: 1) *widyaiswara* builds good communication with the organizers/managers of education and training, 2) *widyaiswara* respects the education and training management process, and 3) *widyaiswara* shows behaviors and actions that will generate sympathy and extraordinary behavior, which creates sympathy and empathy for the education and training's organizers/managers.

Data of this variable has 18 items in the form of statements with five alternative answers. The number of respondents is 75 participants. Analysis of data from SPSS on the variable scores of participants' perceptions of *widyaiswara*'s personality competence (X2) can be seen in the following output:

Descriptive Statistics

	N	Range	Minimum.	Maximum.	Mean.	Std. Deviation
TOTAL.	75	34.00	56.00	90.00	77.7867	9.05284
Valid N.	75					

N	Valid	75
	Missing	0
Median		77.0000
Mode		90.00

### Category of Participants' Perceptions of *Widyaiswara's* Personality Competency

Score Range	Category	Frequency	Percentage
$X > 66$	Very Positive	68	91%
$54 < X \leq 66$	Positive	7	9%
$42 < X \leq 54$	Less Positive	0	0%
$X \leq 42$	Negative	0	0.0%
Total		75	100.0%

Source: Research data, processed 2021

From the table presented above, 68 people, or 91% of the participants, perceive the *widyaiswara's* personality competence in the very positive category, and seven people, or 4%, perceive it in the positive category. In conclusion, in general, participants' perceptions of *widyaiswara's* personality competencies are in the very positive category.

Personality competence of *widyaiswara*, the descriptive analysis results showed that 68 people or 91% of the participants perceived the *widyaiswara's* personality competence in the very positive category and seven people or 4% perceived it in the positive category. In conclusion, in general, participants' perceptions of *widyaiswara's* personality competencies are in the very positive category.

These results are in line with the *widyaiswara's* competency standards stipulated in the Regulation of the Head of the State Administration Number 5 of 2008. The regulation describes the *widyaiswara's* personality competency standards, which include the ability to have a personal appearance that can be imitated and implement a code of ethics and demonstrate a work ethic as a professional *widyaiswara*.

#### Participants' Perceptions of *Widyaiswara's* Social Competence (X3)

The participant's perception variable about *widyaiswara's* social competence is defined as the independent variable. In this variable, two indicators are measured: 1) fellow *widyaiswara* fostered relationships and cooperation, and 2) education and training institutions build good relations between organizers/managers.

The first indicator, *widyaiswara* builds cooperative relationships between other *widyaiswara* in several ways that can be implemented: fellow *widyaiswara* builds good communication; the establishment of cooperation; fellow *widyaiswara* has a sense of empathy and sympathy that is formed from the behavior and actions; and behavioral attitudes to adjust the religious and social values of the community.

The second indicator is building connections between education and training implementers and managers, taking into account several aspects: 1) establishing communication, 2) respect for the organizers/managers of education and training, and 3) having an attitude of behavior and action that generates sympathy and empathy.

Data for this variable were obtained from questionnaires. It consisted of 10 items with five alternative answers. The number of respondents is 75 participants. From the analysis of SPSS, data on the variable scores of participants' perceptions of social competence (X3) can be seen in the following output:

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean.	Std. Deviation.
TOTAL.	75	18.	32.	50.00	43.5733	4.75387
Valid N.	75					

N	Valid	75
	Missing	0
Median		43.0000
Mode		40.00

### Category of Participants' Perceptions of *Widyaiswara's* Social Competency

Score Range	Category	Frequency	Percentage
$X > 36,67$	Very Positive	71	95%
$30 < X \leq 36,67$	Positive	4	5%
$23,33 < X \leq 30$	Less Positive	0	0%
$X \leq 23,33$	Negative	0	0%
Total		75	100%

Source: Research data, processed 2021

In the table above, 71 people, or 95% of the participants, perceive the social competence of *widyaiswara* in the very positive category, and four people or 5%, perceive it in the positive category. In conclusion, in general, participants' perceptions of *widyaiswara* social competence were in the very positive category.

Social competence of *widyaiswara*, The descriptive analysis results showed that 71 people or 95% of the participants perceived the *widyaiswara's* social competence in the very positive category and 4 people or 5% perceived it in the positive category. In conclusion, in general, participants' perceptions of *widyaiswara's* social competence were in the very positive category.

*Widyaiswara's* social competence, as measured by interactions with fellow *widyaiswara* and the organizers or managers of the education and training, generally gets a positive response from the education and training participants. It means that *widyaiswara* is seen as capable of maintaining relationships and cooperation with their work environment. The process of interaction and cooperation to achieve learning objectives in education and training requires coordination between *widyaiswara* and education and training participants, *widyaiswara* and *widyaiswara*, and between *widyaiswara* and education and training organizers.

### Participants' Perceptions of *Widyaiswara's* Substantive Competence (X4)

The participant's perception variable about the *widyaiswara's* substantive

competence is an independent variable. This variable is measured by the practice of science and skills by adjusting to the education and training material. It is measured by four statement items: 1) *widyaiswara* can explain the substantive material, 2) *widyaiswara* can compile the substance of the material being taught so that it is easily understood by the education and training participants, 3) *widyaiswara* can respond appropriately to the responses and questions of the education and training participants, and 4) *widyaiswara* can apply the substance of the material taught during the training.

Data for this variable were obtained from a questionnaire consisting of 10 questions or statements with five alternative answers. The number of respondents is 75 participants. The results of SPSS data analysis on the variable scores of participants' perceptions of *widyaiswara's* substantive competence (X4) can be seen in the following output:

	N	Range	Minimum.	Maximum	Mean	Std. Deviation
Valid N (listwise)	75	18.00	32.00	50.00	43.1200	4.65850

N	Valid	75
	Missing	0
Median		42.0000
Mode		40.00

### Category of Participants' Perceptions of *Widyaiswara's* Substantive Competency

Score Range	Category	Frequency	Percentage
$X > 36,67$	Very Positive	69	92%
$30 < X \leq 36,67$	Positive	6	8%
$23,33 < X \leq 30$	Less Positive	0	0%
$X \leq 23,33$	Negative	0	0%
Total		75	100%

Source: Research data, processed 2021

The table above shows that 69 people, or 92% of participants, perceive the substantive competence of *widyaiswara* in the very positive category, and six people, or 8%, perceive it in the positive category. The conclusion is that, in general, the participants' perceptions of the substantive competence of *widyaiswara* are in the very positive category.

Substantive competence of *widyaiswara*, the descriptive analysis results showed that 69 people or 92% of the participants perceived the *widyaiswara*'s substantive competence in the very positive category, and six people or 8% perceived it in the positive category. The conclusion is that, in general, the participants' perceptions of the substantive competence of *widyaiswara* are in the very positive category.

Participants' perceptions of *widyaiswara*'s substantive competence showed that *widyaiswara* had carried out their duties and functions according to substantive competency standards in terms of mastering knowledge and skills in practicing the taught education and training materials. It is in accordance with the *widyaiswara*'s competency standards stipulated in the Regulation of the Head of the State Administration Agency Number 5 of 2008. The regulation describes the *widyaiswara*'s substantive competency standards, which include the abilities that *widyaiswara* must possess in substantive aspects.

### **Effectiveness of Religious Education and Training**

The effectiveness of religious education and training is the dependent variable. This variable is measured using 4 (four) indicators: 1) achievement of learning targets, 2) characteristics of effective education and training participants, 3) creating a conducive atmosphere and environment for learning, and 4) increased skills and competencies of education and training participants.

The achievement of learning targets on time consists of four statements: 1) *widyaiswara* conveys learning objectives, 2) *widyaiswara* conveys achieved learning objectives according to the amount of time, 3) *widyaiswara* can deliver education and training materials, and 4) *widyaiswara* conveys the determination to do the task according to the allotted time.

Characteristics of effective education and training participants consist of three sub-indicators: active in learning, learning to cooperate, and learning to be responsible. The sub-indicator of active in learning consists of three statements; 1) Participants elaborate an idea from learning outcomes, 2) Participants must actively ask questions, and 3) Participants are active in learning activities. The sub-indicator of learning to cooperate consists of 3 statements; 1) Participants can cooperate with other education and training participants, 2) Participants are active in groups, and 3) Participants actively contribute to group activities. The sub-indicator of learning to be responsible consists of 3 statements; 1) Participants are responsible for the implementation, 2) Participants consider solutions to a problem, and 3) Participants are ready to become leaders and be led.

The indicator of creating a conducive atmosphere and environment for learning consists of three sub-indicators: 1) a conducive classroom atmosphere, 2) a conducive education and training environment, and 3) increased skills and competencies of participants. The sub-indicator of a conducive classroom atmosphere consists of 3 statements: 1) conditions of mutual respect, 2) an open atmosphere, and 3) pleasant conditions. The sub-indicator of a conducive education and training environment consists of one statement: the atmosphere of a comfortable education and training environment for learning activities. The third sub-indicator, increased skills and competencies of education and training participants, consists of three statements: 1) participants develop skills, 2) participants practice concepts or theories obtained from *widyaiswara*. 3) participants upgrade competence as a provision to share knowledge in the community.

Data for this variable were obtained from a questionnaire consisting of 21 items using five alternative answers. The number of respondents is 75 participants. The results of SPSS data analysis on the variable score of the effectiveness of education and training (Y) can be seen in the following outputs:

Descriptive Statistics

	N	Range	Minimum.	Max.	Mean	Std. Deviation
TOTAL.	75	40.00	65.00	105.00	89.4800	9.92453
Valid N.	75					

N	Valid	75
	Missing	0
Median		89.0000
Mode		105.00

From the description in the table above, it was found that 67 people or 89% of respondents consider that the effectiveness of education and training was in the high category and 8 people or 11% rated it in the medium category.

The influence of participants' perceptions of the *widyaiswara's* learning management competence on the effectiveness of religious education and training. The results of the inferential analysis show that the regression model of the influence of participants' perceptions of learning management competencies on the effectiveness of the implementation of education and training at the Religious Education and Training Center of Makassar is  $Y = 19,509 + 0,636X_1$

A constant or intercept of 19.509 in the regression model can be interpreted that if the participant's perception variable about learning management competence is constant, then the average value of the variable for the effectiveness of religious education and training in BDK Makassar is 19,509.

The regression coefficient is 0.636, indicating that if the  $X_1$  variable or participants' perceptions of learning management competence increases by 1 unit, it will increase the Y variable or the effectiveness of religious education and training by 0.636 with the assumption that other independent variables are held constant.

### **The Influence of Participants' Perceptions on the *Widyaiswara's* Personality Competence on the Effectiveness of Religious Education and Training.**

The results of the inferential analysis showed that participants' perceptions of *widyaiswara's* personality competence had a positive and significant effect on the effectiveness of religious education and

training. The regression model obtained is  $Y = 23,928 + 0,843X_2$ . A constant or intercept of 23,928 in the regression model can be interpreted that if the variable of *widyaiswara's* personality competence is constant, then the average value of the effectiveness variable in BDK Makassar is 23,928.

The regression coefficient is 0.843, indicating that if the variable  $X_2$  or *widyaiswara's* personality competence increases by 1 unit, it will increase the Y variable or the variable of the effectiveness of religious education and training at the Religious Education and Training Center of Makassar by 0.843 with the assumption that other independent variables are held constant.

The influence of participants' perceptions on the *widyaiswara's* social competence on the effectiveness of religious education and training. The results of the inferential analysis showed that participants' perceptions of *widyaiswara's* social competence had a positive and significant effect on the effectiveness of religious education and training. The regression model obtained is  $Y = 16,881 + 0,666X_3$ . A constant or intercept of 23,928 in the regression model can be interpreted that if the variable of *widyaiswara's* social competence is constant, then the average value of the effectiveness variable in BDK Makassar is 16,881.

The regression coefficient is 0.666, indicating that if the  $X_3$  variable or participants' perceptions of the *widyaiswara's* social competence increases by 1 unit, it will increase the Y variable or the effectiveness variable in BDK Makassar by 0.666, assuming other independent variables are held constant.

Furthermore, through the output of the Summary Model, the R Square value or the coefficient of determination (CD) is 0.637, which indicates that the  $X_3$  variable, the participant's perception of the *widyaiswara's* social competence, has a 63.79% contribution influence on the Y variable, in this case, the effectiveness of the implementation of religious education and training in BDK Makassar. The other 36.21% were influenced by factors other than the participant's perception variable about the *widyaiswara's* social competence.



The influence of participants' perceptions on the *widyaiswara*'s substantive competence on the effectiveness of religious education and training. The results of the inferential analysis showed that participants' perceptions of the substantive competence of *widyaiswara* had a positive and significant effect on the effectiveness of religious education and training. The regression model obtained is  $Y = 11,165 + 0,816X_4$ . A constant or intercept of 11,165 in the regression model can be interpreted that if the variable of *widyaiswara*'s substantive competence is constant, then the average value of the effectiveness of religious education and training at the Religious Education and Training Center of Makassar is 11.165.

The regression coefficient is 0.816, indicating that if the variable  $X_4$  or *widyaiswara*'s substantive competence increases by 1 unit, it will increase the  $Y$  variable or the effectiveness of religious education and training at the Religious Education and Training Center of Makassar by 0.816, assuming other independent variables are held constant.

Furthermore, through the output of the Summary Model, the R Square value or the coefficient of determination (KD) is 0.727, which indicates that the  $X_4$  variable, the participant's perception of the *widyaiswara*'s substantive competence has a contribution influence of 72.7% on the  $Y$  variable, in this case, the effectiveness of religious education and training in BDK Makassar. The other 27.3% were influenced by factors other than the participant's perception variable about the substantive competence of *widyaiswara*.

## CLOSING

The influence of participants' perceptions of *widyaiswara*'s learning management competence, personality competence, social competence, and substantive competence partially or simultaneously has a positive and significant influence on the effectiveness of religious education and training at the Religious Education and Training Center of Makassar. The descriptive analysis results showed that 67 people or 89% of respondents rated the effectiveness of education and training in the high category, and 8 people or 11% rated it in

the medium category. Thus, in general, the effectiveness of religious education and training at the Religious Education and Training Center of Makassar is in the high category. The same result applies to the four indicators: achieving learning targets on time, characteristics of education and training participants who are effective in the learning process, conducive environment for learning activities, and increased skills and competencies of education and training participants.

The multiple linear regression model shows that the R Square value is 0.766 or 76.6%. It shows that the percentage contribution of the influence of the independent variables in this case the participant's perception variable about the *widyaiswara*'s learning management competence, personality competence, social competence, and substantive competence on the dependent variable of the effectiveness of religious education and training is 76.6%. In comparison, the remaining 23.4% is influenced or explained by other variables not included in this research model. Therefore, it is hoped that further studies or research will be conducted regarding other factors that affect the effectiveness of education and training, in addition to the participant's perception of the competence of *widyaiswara*.

The Ministry of Religion is expected to continue to improve the competence of *widyaiswara* through pieces of training, training of trainers, and training of facilitators. Based on the results of this study, the improvement of learning management competence and substantive competence is the most influential variable on the effectiveness of education and training, so it is hoped that training, coaching, and mentoring related to the development of these competencies can be prioritized and carried out continuously.

The Religious Education and Training Center of Makassar is expected to monitor and evaluate the competence of *widyaiswara* periodically and continuously. Monitoring and evaluating competence can produce data and interpretation of competence gaps or work discrepancies. The evaluation results can be considered for the BDK Makassar management to design *widyaiswara*'s competency development activities so that the recommended training or

other competency development activities are more targeted and need-based to provide solutions to the *widyaiswara's* work discrepancies.

The instruments and data analysis developed in this study can be used by the Religious Education and Training Center of Makassar to measure participants' perceptions of *widyaiswara's* competence concerning the effectiveness of religious education and training.

*Widyaiswara* is expected to continue improving his skills in managing learning, especially in using more varied learning media and analyzing the substance of learning materials through various sources and references to present learning with a broad perspective. In addition, the novelty of information must be considered so that participants have a lot of actual information based on the latest developments in science, technology, and regulations.

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