

## EFFECT DISCUSSION INSTITUTION MANAGEMENT ON THE ACHIEVEMENT OF WOMEN STUDENTS MADRASAH AN-NAWAWI PURWOREJO INDONESIA

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### Abstract

*This study aims to analyze how much influence Deliberative Management has on the Competence of Students at the Madrasah Diniyyah Banat An-Nawawi Deliberation Council. Deliberative management is the art of planning, organizing, implementing, and assessing deliberation activities where a student gathers together to discuss a problem given by a cleric or ustadz / ustadzah or senior santri. There is an organization that manages the deliberation, namely the Madrasah Diniyyah Banat An-Nawawi Deliberation Council. The achievement of the expected competencies is the competence of students, namely, critical thinking and problem solving, communication skills, and the ability to work together. This research is a field research using quantitative research methods. Primary data sources are 74 students of Madrasah Diniyyah Ulya. Sources of secondary data are documentation of data about Pondok Pesantren Putri An-Nawawi Berjan Purworejo, evidence of absence from the activities of the Banat An-Nawawi Madrasa Deliberative Council activities, previous research, and journals. Methods of data collection using observation techniques, questionnaires and documentation. Analysis technique using statistics. From these results, it shows that the coefficient of determination is 25.61%, and the remaining 74.39% is influenced by other factors not mentioned in the variables of this study, such as environmental factors, students' daily lives, and others.*

**Keywords:** Management, Deliberation, Student Competence

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## **A. Introduction**

The progress of the nation is supported by development in all fields. One of them is in the field of education (Sari, Rifki, & Karmila, 2020). Education is a process of developing the potential that exists in each individual (Yuristia, 2018). The implementation of education will certainly always intersect with teaching and learning directly or indirectly. Because in the process, education is obtained by methods that are in accordance with the background of the students (Herawati & Hayati, 2019). Education in Indonesia is still developing in accordance with the times, both from formal, informal, and non-formal educational institutions (Rahman, 2018). Islamic boarding school as an Islamic educational institution that grows and is recognized by the surrounding community with a dormitory system in which the students receive religious education through the madrasah or recitation system which is fully under the sovereignty and leadership of education (Lugina, 2018). Pesantren is also widely discussed among educational researchers. Education in Islamic boarding schools is very good in terms of improving the character of students or the term among the pesantren community is called santri (Wiranata, 2019). Santri are not only taught religious sciences, but are also taught how to socialize with the people around them (Rohman, 2017). Therefore, Islamic boarding school education is very good in improving and developing the character of the Indonesian nation.

Management is an art of planning (planning), organizing (organizing), implementation (actualing), and assessment (evaluation) (Hinayatullohi, 2019). In the realm of education, management is needed to regulate all matters relating to the education system (Thaiyibi, 2020). One of the managements carried out in Islamic boarding schools is the curriculum management of Islamic boarding schools. This curriculum management contains learning methods that are used as a guide in the teaching and learning process. The learning method that is widely used in Islamic boarding schools is the deliberation method. The deliberation method is a learning method in which a group of students discuss a

problem that has been given by the kyai or ustadz/ustadzah (Teacher)(Anggiana, 2018).

One of the Islamic boarding schools that uses this deliberation learning method is Pondok Pesantren An-Nawawi Purworejo Indonesia. This deliberation activity is regulated by an organization, namely, Majelis Musyawarah Madrasah Diniyyah Banat An-Nawawi (M3AN). Participants who took part in the deliberation were students at grade 1 MDU (First level religious school), 2 MDU (Second level religious school), and 3 MDU (Third level religious school). This deliberation activity was held to train students to be more active and be able to explore their ability to express opinions and think critically. Another benefit of this deliberation method is that students can exchange opinions with one another about the problems being faced. In addition, students can find out more about the various opinions expressed by other students based on the books they study and make it easier to understand the meaning of the books. The process of implementing this activity is adjusted to the schedule that has been prepared by the M3AN management. Initially this activity only referred to fiqh subjects, namely problems related to fiqh in everyday life. Now, this deliberation activity covers several subjects, including: Nahwu, Qiro'at al-Kitab, and Fiqh. In addition, there are additions related to mufradat and mujahadah after the activity. After increasing the material and schedule of activities, it turns out that the students pay less attention to the material being taught. In addition, the implementation time is too late to make students who are tired become sleepy. From these problems, the author intends to carry out research on "The Effect of Management on the Achievement of Student Competencies at the Madrasah Diniyyah Banat An-Nawawi Purworejo Indonesia".

## **B. Method**

This research is a field research (field research). Field research, namely, research conducted directly at the institution concerned to obtain data related to writing. This research includes quantitative research where researchers can determine only a few variables from several objects being

studied and then can make instruments to measure them (Bugin, 2005). In this study, the primary data that the author uses is data obtained by distributing questionnaires to students at the Madrasah Diniyyah Ulya level. The primary data source that the author uses in this study is data obtained by distributing questionnaires to 74 students at the Madrasah Diniyyah Ulya level (1 MDU to 3 MDU). Secondary data sources are data sources obtained by the author from existing sources, namely documentation of data about Pondok Pesantren Putri An-Nawawi Purworejo Indonesia, evidence of absence from the activities of the Majelis Musyawarah Madrasah Diniyyah Banat An-Nawawi Purworejo Indonesia.

Population is the subject of research. In this study the population is the entire class of Madrasah Diniyyah Ulya from class 1 MDU to 3 MDU, which is 289 Santri. The sample is part or representative of the population under study (Suharmi, 2006). The sampling technique used in this study uses probability sampling with the Cluster Random Sampling technique. Probability sampling is a sampling technique that provides equal opportunities or opportunities for each element or member of the population to be selected as a sample (Sugiyono, 2015). The formula for determining cluster random sampling is as follows:

$$f_i = \frac{N_i}{N} \times n$$

Description:

$f_i$  = Cluster Fraction Sample

$N_i$  = The number of individuals in the cluster

$N$  = Total population

$n$  = The number of members included in the sample

In this study, the authors used a sampling technique based on the Slovin's formula. So to find out the research sample, with the following calculations:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{289}{1 + 289(0,1)^2}$$

n = 74,29; rounded by the author to 74 respondents.

Thus, the sample used in this study was 74 respondents based on students who felt active in deliberation activities and from the M3AN Banat management for the 2020/2021 academic year. The method used to collect data on the effect of management on the achievement of student competencies at the Majelis Musyawarah Madrasah Banat An-Nawawi Purworejo Indonesia, the method used is through observation, distributing questionnaires (questionnaires), and documentation. Analysis technique using statistics (Sugiyono, 2015, hal. 207).

## **C. Finding and Discussion**

### **1. Finding**

Management Concept, The word management comes from Latin, namely from the origin of the word manus which means hand and agree which means to do (Basari, Nurpalah, Mulya, & Barlian, 2021). The two words are combined into a verb manager which means to handle (Rabiah, 2019). Ali ma'shum and Zainal Abidin Munawwir explained that in Arabic management is defined as idārah, which comes from the word adārah, which is to regulate (Basri, 2020). Many experts put forward about management theories. Among them, according to Parker (Stoner and Freeman) management is the art of doing work through people (the art of getting things done through people) (Djailani, 2016). Sapre stated that management is an activity that is directed directly to the effective and efficient use of organizational resources in order to achieve organizational goals (Husaini, 2008). Ramayulis stated that the same understanding with the nature of management is at-tadbir (regulation). This word is a derivation of the word dabbara (manage) which is widely found in the Qur'an such as the word of Allah SWT.

يُدَبِّرُ الْأُمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِمَّا تَعُدُّونَ

Meaning: "He arranges affairs from the heavens to the earth, then (affairs) it ascends to Him in one day whose level is a thousand years according to your reckoning." (Departemen Agama RI, 2020). Based on the contents of the verse, it can be seen that Allah SWT. Is the regulator of

nature (Al Mudabbir/manager). The orderliness of this universe is a testament to the greatness of Allah SWT. in managing this nature(Hidayat & Rifa'i, 2018). In addition, the term meaning of management can also be emphasized on responsibility, division of labor, effectiveness, and work efficiency. According to Dr. Husaini Usman in his book on management states that the substances managed by education management as a process or also called management functions are: 1) Planning is the rationale for the goals and the preparation of the steps that will be used to achieve the goals, 2) Organizing is a way to gather people and place them according to their abilities and expertise in the work that has been planned, 3) Directing or mobilizing is to move the organization so that it runs according to their respective divisions of work and to move all existing resources within the organization so that the work or activities carried out can go according to plan and can achieve goals, 4) Supervision is to monitor whether the movement of this organization is in accordance with the plan or not, as well as overseeing the use of resources within the organization so that it can be used effectively and efficiently without anyone deviating from the plan(Hidayat & Rifa'i, 2018). Thus, the education management process includes planning to controlling(Sumiyati, 2020). This is done so that the work process carried out is in accordance with what was previously planned. The management function can be used as a reference in the process of implementing management in educational institutions or in an agency. When these management functions can be carried out properly, educational goals can be achieved effectively and efficiently.

Deliberation Method: The deliberation method or in other terms *bahsul masā'il* is a learning method that is more similar to the discussion and seminar method. Some students with a certain number form a *halaqah* which is led directly by a *kyai* or *ustadz*, or maybe senior students to discuss or study issues that have been determined previously. In practice, the students are free to ask questions or opinions. Thus, this method focuses more on the individual's ability to analyze and solve a problem with logical arguments referring to certain books. In addition, in

the book *Ta'lim al-Muta'lim* by As-Sheikh Az-Zarnuji it is explained that Allah SWT. ordered His Messenger, the Prophet Muhammad. to consult with friends to solve a problem. The following are the arguments for deliberation:

فَإِنَّ اللَّهَ تَعَالَى أَمَرَ رَسُولَهُ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ بِالْمُشَاوَرَةِ فِي الْأُمُورِ وَلَمْ يَكُنْ أَحَدٌ أَفْظَنَ مِنْهُ وَمَعَ ذَلِكَ أَمَرَ بِالْمُشَاوَرَةِ وَكَانَ يُشَاوِرُ أَصْحَابَهُ فِي جَمِيعِ الْأُمُورِ حَتَّى حَوَائِجِ الْبَيْتِ

Meaning: "...God Almighty. command of the Prophet. to discuss everything. After all, no one else was smarter than him, and still ordered to be consulted, on his own household matters(Az-Zarnuji, n.d.). Based on the explanation above, it can be concluded that deliberation is very important to solve a problem. Rasulullah SAW. only as a messenger of Allah swt. commanded to consult with his friends in all his affairs. With this deliberation, it is hoped that the problems that occur are resolved and in accordance with the provisions of the arguments. Pondok Pesantren Putri An-Nawawi Purworejo Indonesia, deems it necessary to organize an activity outside the Madrasah Diniyyah class, which aims to develop the active behavior of students in discussing a daily problem according to the arguments in the yellow books (islamic books). Implementation of learning methods outside the madrasah diniyyah class activities by forming an organization under the auspices of the Islamic Boarding School An-Nawawi Purworejo Indonesia that is Majelis Musyawarah Madrasah Diniyyah Banat An-Nawawi (M3AN). This deliberation activity was formed around 2015 which aims to train students to jointly discuss and think critically in solving a problem. In the past, when it was first established, this activity was only carried out once a week, namely on Tuesday afternoons. The problems discussed are also related to fiqh issues. The books that are used as references are starting from the *Fath al-Qarib* book to the *Fath al-Mu'in* book. Over time, this activity began to develop and change leadership. In 2021, M3AN activities are present as a forum for deliberation activities for class 1 to 3 MDU (Madrasah Diniyyah Ulya). In 2021, M3AN activities are present as a forum for deliberation activities for class 1 to 3 MDU (Madrasah Diniyyah Ulya) which are held every night. The management applied is also different from the past. There is a schedule for M3AN materials in accordance with the provisions made by the M3AN management. In its implementation, the M3AN management cooperates and always coordinates with the Education and Teaching Section of the Islamic Boarding School An-Nawawi Purworejo Indonesia.

The history of the Majelis Musyawarah Madrasah Diniyyah Banat An-Nawawi Purworejo Indonesia, Which departs from the madrasah diniyyah education system which has been held by the An-Nawawi Islamic Boarding School in Purworejo Indonesia using the classical system under the name Madrasah Diniyyah Pondok Pesantren An-Nawawi Purworejo Indonesia which has an education level, namely: 1) Madrasah Diniyyah 'Ulya Banin (for man) /Banat (for women), taken 3 years, 2) Madrasah Diniyyah Wustha Banin/Banat An-Nawawi, taken 3 years, 3) Madrasah Diniyyah Awaliyah Banin/Banat An-Nawawi, taken 1 year. In addition to the implementation of Madrasah Education, An-Nawawi Berjan Islamic Boarding School in Purworejo organizes Formal Education from the SLTP/MTs, SLTA/MA, and Higher Education levels. At the SMA/MA level, Madrasah Aliyah (MA) An-Nawawi Berjan Purworejo has 3 majors, namely: Religious Studies (IIA), Mathematics and Natural Sciences (MIA), and Social Sciences (IIS). While at the tertiary level, namely the Islamic High School (STAI) An-Nawawi Purworejo which has 4 study programs, namely: Sharia Economic Law, Sharia Banking, Islamic Education Management and Islamic Family Law. Based on the explanation above, it can be concluded that the An-Nawawi Islamic Boarding School has formal and non-formal education. For the success of the educational goals, namely improving the quality and professionalism of the educational and teaching outcomes of the An-Nawawi Islamic Boarding School, it is necessary to have an effective teaching and education method, including the method of deliberation. In this case, around 2015 a management board was formed where the board handled the activities of the Banat An-Nawawi Madrasah Diniyyah Deliberation. Starting from the first period, the 2015/2016 academic year with the general chairman, Zain Istiqomah. Then the second period, 2016/2017 with the general chairman, Sarifah Mudha'im. The third period, the 2017/2018 academic year, the general chairman is Afidatul Izzah. Meanwhile, in the fourth period, the 2019/2020 school year, the general chairman of the Majelis Musyawarah Madrasah Diniyyah Banat An-Nawawi is Ovi Aulia Shobirin. From 2015 to 2019 the method of deliberation tends to be the same, namely deliberation activities are carried out every Tuesday afternoon. And in practice, all students from the Madrasah Diniyyah Ulya level gather in one forum to discuss issues related to Fiqh. Management has been running until now with changes in management and more complex deliberation methods based on the Decree of the Head of Madrasah Diniyyah Banat An-Nawawi. Therefore, it is necessary to form a special committee that handles Deliberation activities for

the academic year 1441-1442 H./2020-2021 AD which is determined through a decree from the Head of the Education and Teaching Section of the An-Nawawi Islamic Boarding School Purworejo Indonesia which is known by the Head of the Women's Islamic Boarding School. An-Nawawi Purworejo Indonesia. Based on the Decree of the Head of the Diniyyah Madrasah Banat An-Nawawi Purworejo Indonesia Number: 005/Madin/PP.An/SK/VIII/2020 to form the Banat An-Nawawi Diniyyah Madrasah Consultative Assembly for the academic year 1441-1442 H./2020-2021. Purpose of holding Majelis Musyawarah Madrasah Diniyyah Banat An-Nawawi is as a forum or means for students at the Madrasah Diniyyah Ulya (MDU) level to hold discussions (discussion) together in discussing science and transmitting insights to others, because without deliberation, it is felt that in terms of practice or discussion there is still insufficient, so from Pondok Pesantren Putri An-Nawawi give time for deliberation to be well conditioned.

Technical Deliberation Activities, The deliberation activities organized by the Banat An-Nawawi Madrasah Deliberative Council were: 1) Deliberation activities in 1 week there are 4 or 5 meetings, 2) Each class is accompanied by the M3AN Committee on duty ,3) very child is required to have a 50-sheet booklet (from the M3AN Committee) specifically for deliberation, 4) Each deliberation activity, participants are required to bring the deliberation book and record the material or conclusions of the deliberation along with the date and time of the deliberation, 5) Each class has a study group consisting of 5 students, provided that the group name is: a) Class 1 MDU uses the names of the islamic Books, b) Class 2 MDU using the names of Ulama, c) Class 3 MDU uses the names of the Prophet's female companions. Each group must have a group nameplate that has been made by the M3AN committee, and the group nameplate is cared for by their respective class leaders. Every first week of the month, the class leader is given a briefing for the material to be delivered for one month (specifically for nahwu and qiro'atul Kitab/reading islamic books). The distribution of Deliberation material for the subject of how to read Arabic books (Qiro'at al-Kitab) adjusts the books of each book with the division for class 1 MDU using the Goyyah wa Taqrīb book guide, class 2 MDU using the book Fath al-Qorīb guide and for 3rd grade MDU uses the Ta'lim al-Muta'lim book as a guide. As for the Fiqh subject, the division is that each class carries out baḥsul masā'il (problem solving) with the provisions of the fiqh question from the class that gets the task of making questions according to the schedule and the questions are distributed in all grade levels. Friday the previous week, each student is required to write a

provisional answer or conclusion from the *baḥsul masā'il* at the time of the *fiqh* deliberation, and the answers that have been recited will be distributed to each class with the target of the end of the month in the last week of 4 *fiqh* problems. The delivery model in the implementation of deliberation is in accordance with the conditions and situations of each subject group. Class leaders and deliberation leaders are responsible for the delivery model.

## **2. Discussion**

The Effect of Deliberative Council Management on the Competence of Diniyyah Madrasah Students Banat An-Nawawi: Competence of students themselves is an integration of skills, knowledge, and attitudes of students so as to produce competence to think critically and solve problems, the ability to communicate well, and the ability to work together. In practice, the competence of students can be seen from changes in student behavior when participating in deliberation. Actually, the competency standards of students in M3AN activities themselves have not been written structurally. The expected competence of students in M3AN activities, which consists of all students of the An-Nawawi Islamic Boarding School, is able to participate in all series of activities held by the M3AN Management, such as deliberation activities every night, 3 in 1 activities, *musabaqoh*, gatherings, and others. students are expected to always contribute as an important component of the running of M3AN activities. In the academic field, these MDU-level students are expected to be able to understand, participate in deliberations such as *Nahwu*, *Qiro'at al-Kitab*, *Fiqh*, and Arabic (*Mufrodat*) which are scheduled with materials that have been prepared from the M3AN Management. The formulation of student competencies is simply as follows: 1) Students are able to participate in all series of activities of the *Majelis Musyawarah Madrasah Diniyyah Banat An Nawawi*, 2) Students are able to distinguish between *isim* sentences, *fi'il* sentences, and letter sentences, 3) students are able to know the signs of *isim* sentences, 4) Students are able to know the signs of *fi'il* kalimat sentences, 5) Students are able to memorize *mufrodat-mufrodat* given by the management of M3AN, 6) Students have the courage to express problems in deliberation activities, 7) Students are able

to try to find solutions to problems, 8) Students are able to study the material obtained in deliberation activities, 9) Students are able to apply the results of the fiqh deliberation, 10) Students are able to participate in carrying out the tasks assigned by the M3AN management, 11) Students are able to ask other students or clerics if they don't understand the material Santri are able to ask other students or clerics if they don't understand the discussion, 12) Students have a sense of obedience and respect for other fellow students and 13) Students are able to live up to every material given during deliberation activities. Based on the explanation above, the authors conducted research on students who participated in these activities as many as 74 respondents. The following is a table that shows the achievement of student competencies before and after deliberation activities:

Table 1 Student Competency Achievement Before Research

No.	Student Competencies	Achieved	Not Reached	Not achieved
1.	Students are able to participate in all series of M3AN activities	√		
2.	Students have the courage to express problems in M3AN activities		√	
3.	Students are able to try to find solutions to problems		√	
4.	Students are able to learn the materials obtained in M3AN activities	√		
5.	Students are able to communicate the results of their thoughts, assessments, and findings orally and in writing		√	
6.	Students participate in carrying out the assigned tasks		√	
7.	Santri ask other students or clerics if they don't understand the discussion	√		
8.	Students try to find various information to solve problems	√		
9.	Students are able to distinguish between isim sentences, fi'il sentences, and letter sentences	√		

10.	Students are able to know the signs of isim sentences	√
11.	Students are able to know the signs of fi'il kalimat sentences	√
12.	Students are able to memorize the mufrodad given by the M3AN management	√

Source: Primary Data Processed, 2020 (Results Before Research)

Based on table 4.1, it shows that the results of achieving student competence before the change in the deliberation method. Previous results show that item\_2,3,5,6,11,12 has not been reached. As for item\_1,4,7,8,9,10 has been achieved. Next is the achievement of student competence after experiencing a change in the method of implementing deliberation. The following table shows the achievement of student competencies after experiencing changes in the method of implementing deliberation:

Table 2 Student Competency Achievement After Research

No	Student Competencies	Achieved	Not Reached	Not achieved
1.	Students are able to participate in all series of M3AN activities	√		
2.	Students have the courage to express problems in M3AN activities	√		
3.	Students are able to try to find solutions to problems		√	
4.	Students are able to learn the materials obtained in M3AN activities	√		
5.	Students are able to communicate the results of their thoughts, assessments, and findings orally and in writing		√	
6.	Students participate in carrying out the assigned tasks	√		
7.	Santri ask other students or clerics if they don't understand the discussion	√		
8.	Students try to find various information to	√		

	solve problems	
9.	Students are able to distinguish between isim sentences, fi'il sentences, and letter sentences	√
10.	Students are able to know the signs of isim sentences	√
11.	Students are able to know the signs of fi'il kalimat sentences	√
12.	Students are able to memorize the mufrodat given by the M3AN management	√

Source: Processed Primary Data, 2020 (Results After Research)

Based on table 4.2, it shows that the achievement of student competence after the change in the method of implementing deliberation. Items 3 and 5 have not been reached. According to the class leader from each class from 1 MDU to 3 MDU at most because students tend to show their thoughts using writing rather than verbally. In addition, in completing assignments, only students who tend to have more knowledge and have good social sensitivity. As for items\_1,2,4,6,7,8,9,10,11, and 12, all have been achieved.

The main assumption of this validity test is that each statement is related to one another and each statement is also related to the object to be studied. In this validity test, it is done by comparing the calculated  $r$  obtained from the Pearsen validity test assisted by the Microsoft Excel application with  $r$  table, where the value of Corrected Item-Total Correlation  $> r$  table is 0.235.

Table 3 Instrument Validity Test Table

Item	$r_{\text{count}}$	$r_{\text{table}}$	Description
<b>Deliberation Management</b>			
1	0,619	0,235	Valid
2	0,689	0,235	Valid
3	0,649	0,235	Valid
4	0,663	0,235	Valid
5	0,544	0,235	Valid
6	0,710	0,235	Valid

7	0,520	0,235	Valid
8	0,446	0,235	Valid
9	0,597	0,235	Valid
<b>Student Competencies</b>			
1	0,709	0,235	Valid
2	0,691	0,235	Valid
3	0,650	0,235	Valid
4	0,707	0,235	Valid
5	0,633	0,235	Valid
6	0,713	0,235	Valid
7	0,774	0,235	Valid
8	0,556	0,235	Valid

Source: Primary Data Processed, 2020

Based on table 4.3, it can be seen that the correlation between each indicator item 1 to item 9 (Deliberation Management) and item\_1 to item\_8 indicators (Student Competence) is declared valid.

Reliability test is used to measure a questionnaire which is an indicator of the variable. A variable is said to be reliable if it has a Cronbach Alpha of more than 0.60 (>0.60). The test results of the instrument reliability test using Microsoft Excel program tools.

Table 4 Instrument Reliability Test Table

Variabel	Cronbach Alpha	Kriteria Nunnaly	Description
<b>Deliberation Management (X)</b>	0,848	0,60	Reliabel
<b>Student Competency Achievement (Y)</b>	0,804	0,60	Reliabel

Source: Primary Data Processed, 2020

Based on table 4.6, this reliability test was carried out on the Deliberative Management variable, the Cronbach Alpha coefficient value was 0.848, while the Student Competency Achievement variable obtained Cronbach Alpha was 0.804. All Cronbach Alpha of each variable is greater than 0.60. Thus, it can be concluded that the questionnaire compiled is reliable.

The normality test was carried out to determine whether the variables in the study showed a normal or abnormal

distribution(Sujarweni, 2008). The steps to calculate the normality test are as follows:

Average	: 29.78378
Standard Deviation	: 3.2195
Maximum Value	: 0.850278

So that the results can be obtained  $L_{count} = 0.850278$  sedangkan  $L_{table} = 8.60235$ . Value  $L_{table}$  obtained from the alpha table with a significance level of 0.05 and the total number of data is 74. If  $L_{count}$  is less than  $L_{table}$ , the data is normally distributed and vice versa. So, it can be concluded that the value of  $L_{count} = 0.850278$  is smaller than the value of  $L_{table} = 8.60235$ , so the data is normally distributed.

The linearity test in this study aims to determine the relationship between the linearity of the data on the independent variable and the dependent variable using the compare means method with a significance level of 0.05. it can be seen that  $F_{count} = 24.79343$  dan  $F_{table} = 3.973897$ . If  $F_{count} > F_{table}$ , then  $H_0$  is rejected, which means that the data on the management of deliberation and the competence of students has a linear pattern.

Table 7 Homogeneity Test

Varians Pre-Test	10.36357	
Varians Post=Test		10.8819
F hitung	1.050014	
db-Pembilang (VB) : n-1	73	
db-Penyebut (VK) : n-1	73	
Taraf Signifikansi	0.05	0.05
F tabel	1.88	1.88

Source: Primary Data Processed, 2020

Based on table 4.7, the homogeneity test using Microsoft Excel obtained a significance of 1.050. The significance value is  $1.050 > 0.050$ , it can be said that the data variance is homogeneous, because the significance value in the table is greater than 0.050. Thus, it can be said that this research is homogeneous.

Table 8 Simple Linear Regression Test

ANOVA
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	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	203.4782998	203.4783	24.79342636	4.22064E-06
Residual	72	590.9000786	8.20694554		
Total	73	794.3783784			

  

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>
Intercept	9.013218062	3.119915651	2.88893004	0.005103293	2.79377988
X Variable 1	0.518612461	0.104153693	4.97929979	4.22064E-06	0.310985869

Source: Primary Data Processed, 2020

Based on table 4.4, the coefficient value (intercept) is 0.51 and is positive. Thus it can be concluded that the management of deliberation (X) has a positive effect on the achievement of student competence (Y).

Furthermore, from the table also obtained the regression direction coefficient of 0.518 and the regression equation is:

$$Y = a + b X$$

$$Y = 9,014 + 0,518 X$$

The deliberation management variable (independent) is 9.014. While the value of the deliberation management coefficient for the deliberation management variable (X) is 0.518.

Correlation test is used to determine the close relationship between two variables and to determine the direction of the relationship that occurs. To measure the reliability by using a statistical test is the Pearson correlation. In determining the relationship between the deliberation management variable (X) and student competence (Y), the following formula is used:

$$r_{xy} = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{n \sqrt{\sum X^2 - (\sum Y^2)} n \sqrt{\sum Y^2 - (\sum Y^2)}}$$

$$r_{xy} = 0.50611$$

Based on the above calculation, the correlation between the Deliberative Management variables shows a number of 0.50611, with a significance of 0.05. This figure shows the correlation between the variable

(X) Deliberation Management and the variable (Y) Student Competency Achievement is moderate.

The results of hypothesis testing in this study are between the deliberation management variable (X) and the student competence variable (Y) so (Ha) the research hypothesis is accepted and (Ho) the null hypothesis is rejected. It can be seen that the results of tcount (319,058) > ttable (1,992997) which means that Ha is accepted and there is a significant influence between deliberation management on the achievement of student competence in the deliberative assembly of Madrasah diniyyah Banat An-Nawawi.

The steps to determine the coefficient of determination are: Calculating the correlation coefficient that it can be seen that using the Pearson formula, the results are  $r = 0.50611$ . Calculating the coefficient of determination is to calculate the coefficient of determination, namely  $r^2$  multiplied by one hundred percent and the result is 25.61478.

Based on the above calculations, it can be concluded that the magnitude of the influence of deliberation management on the achievement of student competence in the madrasah diniyyah banat An-Nawawi deliberation assembly is 25.61%, and the remaining 74.39% is influenced by other factors not explained in this research variable, such as environmental factors, daily life of students, and others.

All citations in the manuscript must appear in the references list, and all the references must be cited in the text. The reference list must be arranged in alphabetical order following the APA style 6<sup>th</sup> ed.

## **E. Conclusion**

Based on the results of the research that has been carried out, it can be concluded that the results of research on 74 respondents with statistical testing stated that the variable achievement of student competence (dependent) affected the deliberation management variable (independent), or (Ha) the alternative hypothesis of this study was accepted and (Ho) the null hypothesis is rejected. It can also be seen that

the results of  $t_{count} (319,058) > t_{table} (1,992997)$  which means that  $H_a$  is accepted and there is a significant influence between deliberation management on the achievement of student competence in the deliberative assembly of Madrasah diniyyah Banat An-Nawawi. In addition, the competence of students in the Madrasah Diniyyah Banat Deliberative Council has largely been achieved. It can be seen that the magnitude of the coefficient of determination in the calculation shows the value of the coefficient of determination is 25.61%, and the remaining 74.39% is influenced by other factors not explained in this research variable, such as environmental factors, daily life of students, and others.

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