

## The influence of training intensity in the madrasah reform program on improving teacher competence

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### Abstract

The strategic plan of the Ministry of Religious Affairs to improve the quality of Islamic education in Indonesia includes the Madrasah Reform Program, designed to provide training relevant to the challenges of modern education. Teacher competence is a key factor in enhancing the quality of education. This study aims to analyze the influence of training intensity in the Madrasah Reform Program on improving teacher competence. A quantitative approach with an ex post facto method is used to evaluate the extent of the relationship between training intensity, which includes frequency, duration, and depth of material, and the improvement of teacher competence. Data were collected through questionnaires and documentation from madrasah teachers who participated in the training. The results of a simple linear regression analysis show that the depth of material has a significant impact on improving teacher competence. At the same time, the frequency and duration of training do not demonstrate a significant influence. These findings highlight the importance of the quality of training materials as a primary element in continuous professional development programs. Therefore, it is recommended that training focuses on preparing in-depth and applicable materials to enhance teacher competence effectively.

**Keywords:** training intensity, teacher competence, madrasah reform program

## INTRODUCTION

Madrasah education in Indonesia plays a unique role as an institution that integrates Islamic values with 21st-century skills acquisition (Masykur, 2018). Madrasah teachers, as the front liners in the learning process, bear a great responsibility in shaping a generation (Yamin. M, 2017) that is not only academically intelligent but also moral and full of integrity, as teachers act as planners, implementers, and facilitators of learning (Cahyono & Achmad, 2024). As facilitators, professional educators deliver knowledge and shape students' character and skills relevant to current developments (Rahmawati et al., 2021; Wulandari et al., 2024).

To realize quality educational institutions, comprehensive and professional management of resources within the academic institution is essential (Cahyono & Bahjatulloh, 2024). However, major challenges persist, particularly concerning the disparity in teacher competence due to suboptimal training implementation. Improving teacher competence is necessary to ensure the quality of learning that meets modern demands (Tias & Tongjean, 2022). This competence includes pedagogical, social, personal, and professional aspects, as mandated in Law Number 14 of 2005 on Teachers and Lecturers (Holiah, 2022).

As a commitment to improving education quality, the Ministry of Religious Affairs, through the Madrasah Education Quality Reform (MEQR) program, has initiated various strategies to support teachers' continuous professional development. One of its flagship initiatives is the Madrasah Reform Program, which includes intensive needs-based training and the application of technology through the electronic-based Madrasah Work (Praditia et al., 2025) and the Budget Plan (e-RKAM) (Kemenag, 2021). This program aims to improve the competence of educators to meet higher educational standards (Istiqomah et al., 2024; Suratman, 2022). One strategic move involves professional development (Putri & Sakapurnama, 2024) through the e-RKAM system and Madrasah Self-Evaluation (EDM) (Handika & Rifa'i, 2023). The program enhances teachers' pedagogical, social, personal, and professional competencies (Holiah, 2022).

Nevertheless, implementation in areas such as the Bangkalan Regency faces several obstacles. Data indicates that training intensity including attendance frequency, duration, and content depth is not evenly distributed among teachers, resulting in uneven outcomes. This leads to disparities in teacher competence (Thayeb & Santosa, 2020).

The competence gap among teachers under the Ministry of Religious Affairs in Bangkalan is a pressing issue. Teachers who participate in intensive training exhibit

significant improvements in competence, while those with low training intensity remain stagnant. This disparity may hinder the overall quality of education across madrasahs (Sa'idu, 2021). Further exacerbated by the lack of adequate evaluation and monitoring mechanisms to assess the impact of the training.

In the context of globalization, this challenge becomes even more critical. Teachers are expected to compete globally and uphold the spiritual and moral values that define madrasah education (Tolchah & Mu'ammam, 2019). Ineffective training weakens the global competitiveness of madrasah teachers, ultimately affecting graduate quality.

Moreover, global dynamics and the demands of the Fourth Industrial Revolution and Society 5.0 require educational institutions, including madrasahs, to accelerate the development of human resource competencies, particularly among teachers. Digital technology, artificial intelligence, and data-driven learning have emerged as new challenges teachers must address through continuous capacity building. In this context, teacher training functions not only as a medium for enhancing technical skills but also as a platform for shaping adaptive, collaborative, and innovative mindsets in alignment with contemporary developments.

Furthermore, improving teacher competence is integral to the national education transformation agenda, emphasizing student-centered learning, integrating character values, and reinforcing 21st-century competencies such as critical thinking, communication, collaboration, and creativity. Therefore, intensively and meaningfully designed and implemented training becomes essential to ensure that madrasah teachers can serve as relevant change agents amid the complexities of today's educational landscape.

Improving teacher competence is a primary priority in supporting quality learning in madrasahs. The Madrasah Reform Program, initiated by the Ministry of Religious Affairs through its continuous professional development policy, is a strategic step to address various challenges related to teacher competence in Indonesia. While previous studies have examined the effectiveness of continuous professional development programs, such as Oktaviani (2022) and Holiah (2022), there remains a lack of research specifically exploring the impact of training intensity on teacher competence.

Past studies have generally focused on general policy implementation aspects, such as the use of the e-RKAM application (Muhtasar, 2022) or human resource challenges in educational technology adoption technical obstacles or system evaluation without deeply

exploring the relationship between training frequency, duration, and quality with the improvement of teacher competence. This gap is particularly significant in regions like Bangkalan, where unequal training intensity leads to varying teacher competence levels.

This study discusses this gap by analyzing quantitatively (Rukminingsih et al., 2020) the influence of the intensity of Madrasah Reform training on improving teacher competence in Bangkalan Regency, exceptionally professional, pedagogical, personality, and social competencies as a teacher. The study focused on the intensity of training, including the frequency, duration, and depth of content, which is a relatively unexplored area. This research is expected to contribute theoretically and practically by identifying more effective training strategies to support the quality of sustainable madrasah education.

## METHOD

This study adopts a quantitative approach with an ex post facto research design (Arikunto, 2014; Creswell, 2019; Siyoto, 2015). This type of research observes the relationship between the training intensity of the Madrasah Reform Program as the independent variable and the improvement of teacher competence as the dependent variable. The study analyzes the effect of training intensity on teacher competence improvement based on pre-existing data.

The research was conducted from October 1 to December 30, 2024, in madrasahs under the jurisdiction of the Office of the Ministry of Religious Affairs in Bangkalan District. Data collection involved direct visits and online platforms to reach respondents who were difficult to contact in person. The research subjects comprised madrasah teachers from MI, MTs, and MA levels who had participated in the Madrasah Reform Program training at least once since the program's inception. Sampling was done using a purposive sampling method to ensure that the selected respondents were relevant to the study's objectives.

The study utilized two data sources: primary and secondary data. Primary data were collected directly from respondents through questionnaires designed with a Likert scale (1–5) to measure training intensity in frequency, duration, material quality, and teacher competence covering pedagogical, personal, social, and professional aspects. Before distribution, the questionnaires were tested for validity using Pearson correlation and for reliability using Cronbach's Alpha to ensure consistent and accurate measurement. Secondary data included official documentation, such as training reports, schedules,

participant lists, and training materials, which were used to validate questionnaire data and fill in missing information.

Data involves distributing questionnaires both in person and online; sample size is estimated by taking into account the number of populations and the level of rigor of the study using the Slovin formula commonly used in educational research when the population number is known:

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

With a caption:

n = sample size

N = total number of madrasah teacher population under the auspices of  
the Ministry of Religious Affairs of Bangkalan Regency

E = error rate (generally 0.05 for a 95% confidence rate)

This formula is used as a reference to ensure that the sample taken provides adequate statistical strength but is still manageable. The distributed questionnaire consisted of two parts: respondent demographic data and measurement of research variables. In addition, in-depth interviews were optionally conducted with selected respondents to obtain additional information not disclosed in the questionnaire. Documentation includes the training schedule, the list of participants, and the materials presented during the training session. This documentation helps validate the data and provides detailed insights into training intensity.

Data triangulation was employed to enhance the validity and reliability of the study's findings by comparing information from multiple sources, such as questionnaires, documentation, and interviews. The triangulation approach included source triangulation to compare information from respondents and official documents, as well as technique triangulation to compare results from questionnaires and documentation. The collected data were analyzed using simple linear regression to examine the effect of training intensity on teacher competence improvement.

The simple regression equation used in this analysis is:  $Y = a + bXY$

Where:

$Y$  represents the improvement in teacher competence,

$X$  is the training intensity,

$a$  is the constant, and

$b$  is the regression coefficient indicating the effect of the independent variable on the dependent variable.

The coefficient of determination ( $R^2$ ) was used to determine the contribution of training intensity to the variation in teacher competence improvement.

This approach is expected to understand the relationship between training intensity and teacher competence improvement and offer recommendations for enhancing training effectiveness in the Madrasah Reform Program.

## RESULT AND DISCUSSION

### Descriptive Statistical Analysis

Table 1. Descriptive of Variables

	Training Frequency	Training Duration	Depth of Material	Teacher Competence
Descriptives				
N	37	37	37	37
Missing	0	0	0	0
Mean	2.86	2.78	4.35	4.59
Median	3	2	4	5
Standard deviation	1.64	1.60	0.588	0.599
Minimum	1	1	3	3
Maximum	5	5	5	5

Based on the results of the descriptive analysis, the variables in the study exhibit the following characteristics. The Training Frequency variable averages 2.86 with a standard deviation of 1.64, a minimum value of 1, and a maximum value of 5. This indicates variation in the attendance levels of teachers in the training, ranging from very infrequent to widespread participation.

Furthermore, the Training Duration variable shows an average of 2.78 with a standard deviation of 1.60, a minimum value of 1, and a maximum value of 5, indicating differences in the duration of training attended by the teachers.

The Material Depth variable has the highest average at 4.35, with a standard deviation of 0.588, a minimum value of 3, and a maximum value of 5. This suggests that the training materials are generally considered in-depth by the participants. Meanwhile, the Teacher Competence variable records an average of 4.59 with a standard deviation of 0.599, a minimum value of 3, and a maximum value of 5. This data reflects a relatively high level of teacher competence after participating in the training.

Overall, these results illustrate that although there is variation in several aspects of the training, the program has successfully contributed to a significant improvement in teacher competence.

### Validity and Reliability Analysis

Table 2. Correlation Between Variables

		Training Frequency	Training Duration	Depth of Material
Correlation Matrix				
Frekuensi Pelatihan	Pearson's r	-		
	Df	-		
	p-value	-		
Durasi Pelatihan	Pearson's r	0.975	-	
	Df	35	-	
	p-value	< 001	-	
Kedalaman Materi	Pearson's r	0.426	0.378	-
	Df	35	35	-
	p-value	0.008	0.021	-

The validity analysis results indicate significant correlations between the research variables. The Training Frequency variable strongly correlates with Training Duration ( $r = 0.975$ ,  $p < 0.001$ ), suggesting that the more frequent the training, the longer its duration. The Material Depth variable also significantly correlates significantly with Training

Frequency ( $r = 0.426$ ,  $p = 0.008$ ) and Training Duration ( $r = 0.378$ ,  $p = 0.021$ ). These findings suggest that training conducted more frequently and over longer durations provides more in-depth materials. These results strengthen the inter-variable relationships that support the effectiveness of the training program.

Table 3. Reliability Analysis

Cronbach's $\alpha$	
Scale Reliability	Statistics
Scale	0.800

Reliability: A Cronbach's Alpha value of 0.800 indicates that the instrument used has good internal consistency and is reliable.

### Simple Linear Regression Analysis

Table 4. Simple Regression Analysis

Model	$R^2$
Model Fit Measures	
1	0.420

Note. The model was estimated using a sample size of  $N=37$

	Sum of Squares	Df	Mean Square	F	P
Omnibus ANOVA Test					
Frekuensi Pelatihan	0.0951	1	0.0951	0.419	0.522
Durasi Pelatihan	0.2975	1	0.2975	1.311	0.260
Kedalaman Materi	2.3727	1	2.3727	10.459	0.003
Residuals	7.4866	33	0.2269		

Note. Type 3 sum of squares

The regression analysis results provide insights into the influence of various training dimensions on teacher competence. The findings reveal that Training Frequency has a regression coefficient of -0.147 with a p-value of 0.522, indicating no statistically significant effect on teacher competence. Similarly, Training Duration shows a regression coefficient of 0.260 and a p-value of 0.260, also suggesting an absence of considerable influence.



In contrast, Material Depth demonstrates a notable positive impact, with a regression coefficient of 0.492 and a p-value of 0.003. This indicates that an increase of one unit in Material Depth leads to an improvement of 0.492 units in teacher competence, highlighting the critical role of the depth of training materials in enhancing teacher skills.

The analysis also reveals a Coefficient of Determination ( $R^2$ ) value of 0.420, suggesting that the combined effects of Training Frequency, Training Duration, and Material Depth can explain 42% of the variability in teacher competence. The remaining 58% of the variability is attributed to other factors, which could be explored in future studies to provide a more comprehensive understanding of the determinants of teacher competence.

From the ANOVA table, only the variable Material Depth shows a significant F value ( $F = 10.459$ ,  $p = 0.003$ ). This confirms that the depth of training materials is key to enhancing teacher competence.

## Discussion

Based on the analysis results, the training frequency variable has a mean of 2.86 with a standard deviation of 1.64, indicating varying levels of participant attendance, ranging from very infrequent to very frequent. The training duration variable shows a mean of 2.78 with a standard deviation of 1.60, reflecting differences in the length of training sessions attended by teachers. The material depth variable has the highest mean of 4.35 with a standard deviation of 0.588, signifying that most participants rated the training materials as in-depth and relevant. After the training, teacher competence achieved a mean of 4.59 with a standard deviation of 0.599, indicating that teachers generally demonstrated good competence following the training.

The correlation between training frequency and training duration is robust, with an r-value of 0.975 ( $p < 0.001$ ), indicating an almost perfect relationship between these two variables. The correlation between material depth and training frequency ( $r = 0.426$ ,  $p = 0.008$ ) and between material depth and training duration ( $r = 0.378$ ,  $p = 0.021$ ) shows a significant relationship, although not as strong as the correlation between frequency and duration. The research instrument demonstrated good reliability, with a Cronbach's Alpha value of 0.800, indicating internal consistency in the measurements.

The simple linear regression analysis revealed that only material depth significantly affected teacher competence, with a regression coefficient of 0.492 ( $p = 0.003$ ). This indicates that a 1-unit increase in material depth can improve teacher competence by 0.492 units. In

Contrast, training frequency (coefficient = -0.147,  $p = 0.522$ ) and training duration (coefficient = 0.260,  $p = 0.260$ ) did not significantly affect teacher competence. The  $R^2$  value of 0.420 indicates that the variables training frequency, training duration, and material depth can explain 42% of the variation in teacher competence. In comparison, the remaining 58% is influenced by other factors not examined in this study.

These findings align with and reinforce previous studies emphasizing the importance of the quality rather than the quantity of professional development programs. For example, Holiah (2022) and Oktaviani (2022) highlighted that effective teacher competence improvement depends heavily on the depth and relevance of the training content. The current study supports these conclusions by showing that material depth has a statistically significant positive effect on teacher competence, whereas training frequency and duration do not. (Kemendikbudristek, 2023) This suggests that merely increasing the number or length of training sessions does not guarantee better teacher outcomes if the materials are not sufficiently in-depth or practical. Consequently, this research strengthens the argument for prioritizing content quality in professional development design and partially challenges models that overemphasize training quantity as the primary driver of competence growth.

These findings indicate that teacher training strategies need to shift from a quantitative to a qualitative approach. In other words, policymakers should not merely focus on increasing the number of training sessions but must ensure that each training program is designed based on a clear needs assessment, is contextually relevant, and is integrated with real classroom teaching practices. This aligns with *situated learning*, emphasizing that learning becomes more meaningful when training materials are directly linked to the teacher's daily work context.

Furthermore, the lack of significant influence from training frequency and duration may reflect a mismatch between the training content and the actual needs of madrasah teachers. In some cases, training programs tend to be generic and fail to consider the unique characteristics of madrasah students, which differ from those in general schools. Therefore, the Madrasah Reform Program's success largely depends on teachers' active involvement in the planning process both in designing the training curriculum and in continuously reflecting on the training outcomes.

Theoretically, these findings reinforce the principles of andragogy, especially in adult learning, which requires training content to be relevant, applicable, and grounded in practical

work experience. Teachers, as adult learners, can more effectively internalize new knowledge when training is connected to real challenges they face in the classroom. Thus, training programs that are merely informative without a contextual approach are unlikely to enhance actual competence effectively.

These findings also support the argument for developing a blended training model combining intensive face-to-face sessions with ongoing online mentoring. Such a model allows for deeper engagement with the material while providing space for teachers to reflect and gradually apply what they have learned in their teaching practices. Through this approach, training becomes not only a platform for knowledge transfer but also a process of sustainable competence transformation.

## CONCLUSION

This study reveals that among the three dimensions of training intensity, namely frequency, duration, and depth of content, only the depth significantly affects teacher competence, pedagogical, professional, personality, and social competence. While frequency and duration did not significantly influence, the depth of content contributed positively, with a regression coefficient of 0.492. These findings emphasize that the quality of the training content is more important than the quantity or duration of training in improving the competence of professional teachers.

This study reveals that among the three dimensions of training intensity analyzed frequency, duration, and content depth only the depth of training materials significantly influences the competence of madrasah teachers. Regression analysis indicates that each one-unit increase in material depth contributes to a 0.492-unit increase in teacher competence. In contrast, training frequency and duration do not significantly affect competence improvement.

These findings contribute to the discourse on Continuous Professional Development (CPD), particularly in the context of madrasah education reform. Theoretically, this study reinforces the Competency-Based Professional Development (CBPD) paradigm, which emphasizes that the quality of training content specifically its depth, contextual relevance, and applicability has a greater impact than merely the number or length of training sessions (Holiah, 2022; Oktaviani, 2022). Furthermore, the results align with the constructivist approach in adult learning theory, wherein training effectiveness is

Closely tied to how relevant and meaningful the material is to participants' professional needs (Tias & Tongjean, 2022).

From a practical perspective, the findings serve as a basis for policymakers, particularly within the Ministry of Religious Affairs, to redesign teacher training strategies for madrasahs. The primary focus should shift from quantity-based to quality-based training, with a strong emphasis on material depth. This shift is crucial to addressing ongoing disparities in teacher competence across various regions, including Bangkalan Regency. Implementing needs-based training, which prioritizes participant needs analysis, local contextual relevance, and the development of applicable materials, should become a policy priority in the future of madrasah reform.

This study also has significant implications for the development of competency-based CPD models. Adjusting training curricula to align with the demands of 21st-century education and reinforcing teachers' pedagogical, professional, social, and personal competencies are increasingly relevant. In the era of globalization and digital disruption, improving teacher competence is a matter of academic mastery, adapting to technological change, fostering instructional innovation, and strengthening student character development.

However, the study has certain limitations, particularly in its narrow scope of variables and the use of a purely quantitative approach, which may not fully capture the nuanced experiences of teachers during training. Therefore, future research should adopt a mixed-method approach to gain deeper insights into teachers' perceptions, motivations, and challenges. Additionally, longitudinal studies are needed to examine the long-term impact of training quality on classroom practices and student learning outcomes.

Further studies should also explore other variables that may significantly influence teacher competence, such as intrinsic motivation, school leadership, organizational culture, professional collaboration, and teachers' digital literacy. With the continuous advancement of educational technology, research into the effectiveness of digital-based training models including e-learning, blended learning, and AI-assisted training should be pursued as part of a more adaptive and inclusive CPD innovation strategy.

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