

The Role of Self-Awareness in Mediating the Influence of Islamic Boarding School Policies and Regulations on the Competency Development of Santri: PLS-SEM Approach

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ABSTRACT

Self-awareness enables individuals to better understand their responses to boarding school policies and regulations. It helps them recognize how these policies impact their behavior, attitudes, thought processes, and skill development. This research examines the role of self-awareness in mediating the relationship between Islamic boarding school policies, regulations, and competency development. Quantitative methods with PLS-SEM analysis were used to test the feasibility of discriminant validity and research hypotheses. Data was collected through a questionnaire with 50 students at the Al-Idris Islamic Boarding School, Banyudono, Ponorogo, using the purposive sampling method. The results of the analysis show that Islamic boarding school policies have a significant positive effect on self-awareness ($\beta=0.521$; $q=0.000$) and competency development ($\beta=0.295$; $q=0.014$). Furthermore, self-awareness was proven not to mediate the influence of policies ($\beta=0.125$; $q=0.103$) and Islamic boarding school regulations ($\beta=0.075$; $q=0.129$) on the competency development of students. The research results show that student self-awareness is strongly influenced by Islamic boarding school policies and regulations, which in turn support the development of student Competency. The implications of this study show the importance of education that focuses on developing students' self-awareness as part of efforts to prepare them to participate actively in society. The suggestion from this study is that Islamic boarding school education should focus more on developing self-awareness as a strategic step in developing their competency.

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1. INTRODUCTION

Competency is an individual's basic character which is a determining factor in whether a person is successful or not in doing a job in a particular situation (Anggadwita et al., 2021; Atqiya et al., 2022; Syakroni et al., 2019). Competency can be interpreted as ability, whereas when applied to human resources, competency is referred to as a combination of skills, personality, and knowledge to create

employee performance so that employees can contribute and actively contribute to the success of the organization they hold (Anshari et al., 2023; Dekawati, 2022).

Competency comes from the English language Competency, which means having ability or skill. The term competency has many meanings, including what was stated by Al-Rawafi et al. (2021) who defines competency as something that describes a person's qualifications or abilities, both qualitative and quantitative. Fua et al. (2018) suggest that competency is rational behavior that achieves the required goals according to expected conditions. According to Anggadwita et al. (2021), santri competency is a human being who has qualities in science and technology as well as competency in faith and devotion to Allah SWT. Santri competency is the expertise or ability possessed by Santri in the field of religion or a specified field. As we all know, the competency of Santri in Indonesia, in general, is that Santri have the ability or expertise to read books, memorize the Al-Qur'an, and are experts in religious knowledge. The development of student competency is certainly influenced by factors that help in developing the competency of students in Islamic boarding schools, especially Islamic boarding school policies, Islamic boarding school regulations, and students' self-awareness (Anshari et al., 2023; Hanafi et al., 2021).

This is further reinforced by research conducted by Salam et al. (2023), which states that the policies of Islamic boarding schools have a very important role. Ideally, Islamic boarding school policies need to contain information about how to educate students and direct students and support the development of students' competency (Adnan et al., 2023; Edi et al., 2019; Kosim et al., 2023). The term policy or policy has many meanings. In this case, the Islamic boarding school policy was created to help overcome a problem that is currently occurring at the Islamic boarding school (Fua et al., 2018; Gunawan et al., 2023).

Regulations are something created and implemented by individuals in order to create orderly and conducive conditions. Musyafaah et al. (2020) defines rules as patterns that apply to behavior. Both implemented by parents, teachers and playmates to provide children with approved behavioral guidelines in certain situations. The internal policy regulations of Islamic boarding schools cannot be formulated as standard or comprehensive regulations for every Islamic boarding school. This is further strengthened by (Basri et al., 2023; Ikhram et al., 2023) research, namely that the regulations that must be obeyed are, of course not only how the regulations are implemented, but also how the norms or content material in the regulations contain basic legal principles. Legislation as a written norm (law), in the context of the Indonesian rule of law, is the basis for state administration and as a guideline.

Apart from external factors, namely Islamic boarding school policies and regulations, the development of students is also influenced by internal factors that come from within themselves, namely self-awareness. By paying attention to external and internal factors, a student should be able to develop their competency. The competency of Santri, especially in Indonesia, is not only being an expert or having the ability in the field of religion, but the Santri must also have competency in living in society in the future (Van Waeyenberg et al., 2022; Yuan et al., 2023).

Developing the competency of students in Islamic boarding schools is an important issue in the context of education in Indonesia (Adnan et al., 2023; Edi et al., 2019; Fua et al., 2018; Salam et al., 2023). In this research, the focus is given to the mediating role of self-awareness in influencing Islamic boarding school policies and regulations on the development of student competency. Self-awareness, plays a crucial role in shaping an individual's understanding and development of themselves (Barzel et al., 2019; Bourke, 2018; Rubens et al., 2018). By understanding the relationship between self-awareness and policies and regulations in Islamic boarding schools, we can dig deeper into the mechanisms that influence the process of developing students' competency. Through this approach, it is hoped that this research can make a significant contribution to the understanding and improvement of educational practices in Islamic boarding schools and the broader educational context.

Research on the mediating role of self-awareness on the influence of Islamic boarding school policies and regulations on the development of students' competencies using PLS-SEM has significant urgency in the context of Islamic education. The novelty of this research lies in integrating the concept of self-awareness as a mediator in the structural model, which has not been explored much in previous studies regarding Islamic boarding school education. The contribution of this research is very significant, because

it provides new insights into how policies and regulations can influence the development of students' competencies more effectively through increasing self-awareness. By using PLS-SEM, this research is able to model complex relationships between variables and test hypotheses robustly, so that the results can be used by Islamic boarding school managers to design policies that not only comply with Islamic principles but also increase the competence and self-awareness of students, which ultimately can improve the quality of education in Islamic boarding schools as a whole.

2. METHODS

This type of research uses quantitative analysis with data collection techniques using questionnaires. PLS-SEM is a very useful method in quantitative research, especially when the main goal is prediction and theory development (Kamila et al., 2024; Rahmawati et al., 2024). PLS-SEM can handle complex models with many latent constructs and indicators, and can be used even if the sample size is relatively small. This method also does not require the assumption of a multivariate normal distribution, so it is more flexible compared to other SEM techniques (Nurdian et al., 2024; Prihastuti & Daryono, 2024). In addition, PLS-SEM allows researchers to better evaluate causal relationships between variables through measuring and evaluating structural paths and model measurements (Mukaromah et al., 2024; Saifudin et al., 2024).

This research consists of 4 variables, namely independent variables (Islamic boarding school policies and regulations), mediation (self-awareness), and dependent variables (competency development). The research method used was a survey of a population of 68 students. A research sample of 50 students was obtained at the Al-Idris Banyudono Ponorogo Islamic Boarding School through random sampling. Hair et al. (2021) state that sampling in PLS-SEM analysis is at least 10 times the largest number of structural paths directed at a particular construction in the structural model. In this study, 3 arrows point to the dependent variable (student competency development). So the minimum sample for this recommendation is 30 research respondents. So, 50 students is sufficient to represent the various characteristics that exist in the population and can be generalized based on the population size carried out by random sampling. The measurement uses a 4-point Likert scale measurement, namely from 1 = disagree, to 4 = strongly agree. The constructs measuring the research variables are shown in Table 1.

Table 1. Constructs of research variables

Variable	Indicators	Construct	References
Islamic Boarding School Policy (X1)	Improve character	IP1	(Cholil & Zanuddin, 2018; Hanafi et al., 2021; Salam et al., 2023; Suratman, 2023)
	Increase devotion	IP2	
	Increase faith	IP3	
	Develop abilities	IP4	
	Learning effectiveness	IP5	
	Practice	IP6	
	Learning practice	IP7	
Islamic Boarding School Regulations (X2)	Increase discipline	IR1	(Basri et al., 2023; Dania & Salim, 2019; Ikhram et al., 2023; Musyafaah et al., 2020)
	Effectiveness of activities	IR2	
	Improve morale	IR3	
	Create order	IR4	
	Brings positive value	IR5	
	Self-development	IR6	
Self-Awareness (Z)	Practice awareness	SA1	(Bourke, 2018; Fernandez-Perez & Martin-Rojas, 2022; Kirkpatrick et al., 2019;
	Responsible	SA2	
	Specify the target	SA3	
	Applying learning	SA4	

Variable	Indicators	Construct	References
	Solve the problem	SA5	Rubens et al., 2018; Van
	Increase religious knowledge	SA6	Waeyenberg et al., 2022)
	Understanding learning	SA7	
	Self-introspection	SA8	
	Increase focus	SA9	
Competency	Increases potency	CD1	(Al-Rawafi et al., 2021;
Development (Y)	Applying knowledge and practice	CD2	Anggadwita et al., 2021;
	Develop abilities	CD3	Anshari et al., 2023; Atqiya
	Improve experience	CD4	et al., 2022; Dekawati, 2022)
	Application of science	CD5	
	Develop skills	CD6	
	Benefits of practice	CD7	
	Expanding knowledge	CD8	
	Increase spirituality	CD9	

The data analysis technique in PLS-SEM involves two main stages: evaluation of the outer model and inner model (Rahmawati et al., 2024; Widyastuti et al., 2023). Evaluation of the outer model, or measurement model, focuses on the validity and reliability of the indicators that measure the latent construct. This includes measures of factor loading (expected >0.7), AVE (should be >0.5), and internal consistency reliability such as Composite Reliability (CR) and Cronbach's Alpha (both expected >0.7). Next, evaluating the inner model, or structural model, involves assessing the relationships between latent constructs. This includes testing path coefficients, where statistically significant values indicate a strong relationship between constructs (Atoullloh et al., 2024; Faidah et al., 2024; Pratiwi et al., 2024; Soimah et al., 2024). The R-squared (R^2) value was used to evaluate the explanatory power of the model. Additionally, effect size (f^2) were evaluated to assess the individual contribution of the model. Positive Q^2 values indicate good predictive relevance. (Daryono et al., 2024). Through this stage, PLS-SEM can provide a comprehensive understanding of the validity, reliability and structural relationships in the research model.

3. FINDINGS AND DISCUSSION

3.1 PLS-SEM Analysis: Outer Model

The outer model in PLS-SEM refers to the relationship between indicators and latent constructs. Outer model analysis aims to assess the validity and reliability of the indicators used to measure latent constructs. Convergent validity is tested by looking at the loadings and AVE values, where the loadings value should be more than 0.7 and the AVE more than 0.5. Discriminant validity is measured by looking at the Fornell-Larcker Criterion, where the AVE value of a construct must be greater than the correlation between constructs. Internal reliability is tested by looking at the Composite Reliability (CR) and Cronbach's Alpha values, where the CR and CA value should be more than 0.7. By ensuring the validity and reliability of indicators through outer model analysis, researchers can ensure that latent constructs are measured accurately and consistently.

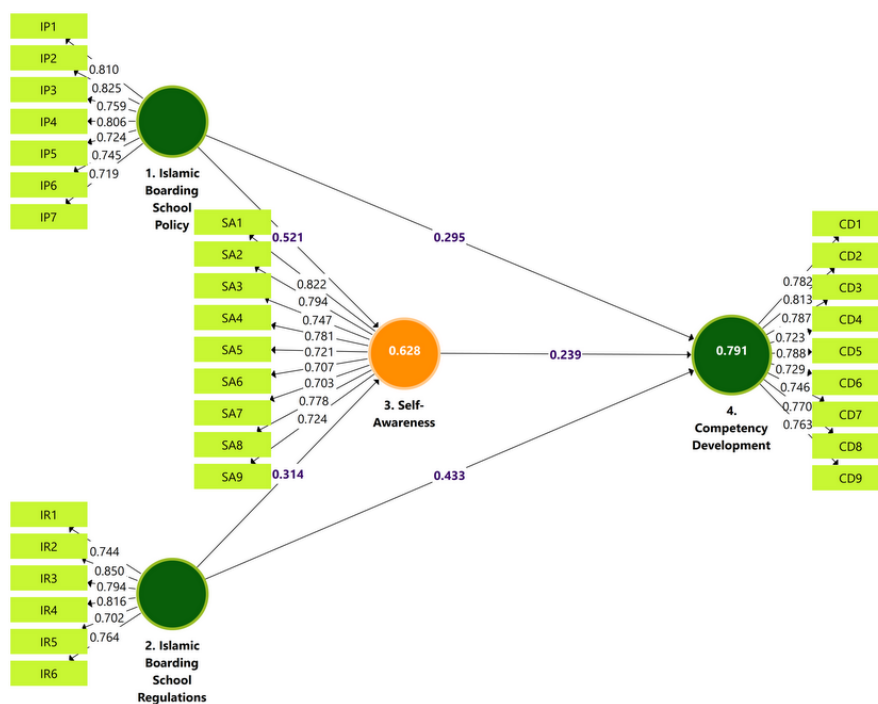


Figure 1. Measurement model (outer model)

Based on the Table 2, the overall loading factor value for each sub-variable is >0.70 (0.702-Brings a positive value up to 0.850-Activity effectiveness). The AVE has a value of >0.50 (0.569-Self-Awareness (Y) to 0.608-Islamic Boarding School Regulations (X2). Internal consistency reliability is one of the metrics used in PLS-SEM measurements to evaluate the reliability of constructs or factors measured by a group of indicators or measurement variables. Composite reliability provides information about how well the indicators used can be relied upon to measure the latent construct they represent. The higher the value of the reliability aspect, the more reliable the indicators are in measuring the construct. The SmartPLS output in the table below shows that all variables have CA values (0.870 to 0.912) rho_A (0.871 to 0.913) and CR (0.903 to 0.928).

Table 2. Measurement convergent validity and consistency reliability

No	Variables	Construct	Conver Validity		Consistency Reliability		
			FL (λ>0.70)	AVE (>0.50)	CA (α>0.70)	rho_A (φ>0.70)	CR (δ>0.70)
1	Islamic boarding school policy (X1)	IP1	0.810	0.594	0.886	0.889	0.911
2		IP2	0.825				
3		IP3	0.759				
4		IP4	0.806				
5		IP5	0.724				
6		IP6	0.745				
7		IP7	0.719				
8	Islamic boarding school regulations (X2)	IR1	0.744	0.608	0.870	0.871	0.903
9		IR2	0.850				
10		IR3	0.794				
11		IR4	0.816				
12		IR5	0.702				
13		IR6	0.764				
14	Self-Awareness(Z)	SA1	0.822	0.569	0.905	0.905	0.922

No	Variables	Construct	Conver Validity		Consistency Reliability		
			FL ($\lambda > 0.70$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\varphi > 0.70$)	CR ($\delta > 0.70$)
15		SA2	0.794				
16		SA3	0.747				
17		SA4	0.781				
18		SA5	0.721				
19		SA6	0.707				
20		SA7	0.703				
21		SA8	0.778				
22		SA9	0.724				
23	Competency	CD1	0.782	0.589	0.912	0.913	0.928
24	Development (Y)	CD2	0.813				
25		CD3	0.787				
26		CD4	0.723				
27		CD5	0.788				
28		CD6	0.729				
29		CD7	0.746				
30		CD8	0.770				
31		CD9	0.763				

The Fornell-Larcker measure in PLS-SEM is used to evaluate discriminant validity, namely the extent to which latent constructs differ from each other. If these conditions are met, it can be concluded that the constructs have adequate discriminant validity, meaning that the latent construct is more correlated with its own indicators than with other constructs. Thus, good discriminant validity indicates that each construct in the model truly measures a different concept and that there is no significant overlap between the different constructs, which is important to ensure that the results of structural model analysis can be interpreted accurately and validly. Based on the table below, the correlation value for competency development (Y) \rightarrow competency development has a value of 0.867, which is greater than the correlation value for competency development (Y) with other variables (Islamic boarding school policy \rightarrow 0.820; Islamic boarding school regulations \rightarrow 0.838; and self-awareness \rightarrow 0.779).

Table 3. Discriminant validity: Fornell Larcker

Variable	Y	X1	X2	Z
Y. Competency Development	0.867			
X1. Islamic Boarding School Policy	0.820	0.871		
X2. Islamic boarding school Regulations	0.838	0.788	0.780	
Z. Self-Awareness	0.779	0.768	0.724	0.754

3.2 PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)

Next, evaluating the inner model, or structural model, involves assessing the relationships between latent constructs. This includes testing path coefficients, where statistically significant values indicate a strong relationship between constructs. Evaluation of the Structural Model (Inner Model) in PLS-SEM is a critical step to determine the relationships between latent constructs. This evaluation involves assessing the path coefficients, which represent the strength and direction of the relationships hypothesized in the research model. Additionally, it includes examining the R-squared (R^2) values for endogenous constructs to determine the model's explanatory power. Other key aspects include assessing the effect sizes (f^2), which measure the impact of each exogenous construct on endogenous

constructs, and the predictive relevance (Q^2) through the use of cross-validated redundancy. Additionally, the analysis includes evaluating the coefficient of determination (R^2) for endogenous constructs to understand the model's explanatory power, with higher R^2 values indicating a stronger model fit. Effect sizes (f^2) are also calculated to measure the impact of exogenous constructs on endogenous constructs, and predictive relevance (Q^2) assesses the model's ability to predict endogenous variables. Together, these metrics provide a comprehensive evaluation of the hypothesized relationships and the overall validity of the structural model, allowing researchers to confirm or refute theoretical assumptions with empirical data.

Table 4. Measurement of structural model

Variables	R^2		f^2		Construct Cross-Validated(Q^2)				
	Value	Decision	Value	Decision	Redundancy		Communality		Predictive Power
					SSE	Q^2	SSE	Q^2	
Y	0.791	Strong	-	-	251	0.440	233	0.481	Strong
X2	-	-	0.310	Medium	300	-	172	0.426	Strong
X1	-	-	0.124	Small	350	-	191	0.451	Strong
Z	0.628	Medium	0.102	Small	304	0.323	254	0.435	Strong

R^2 in PLS-SEM is a measure that shows how well the exogenous variables in the model can explain the variability of endogenous variables. The R^2 value describes the proportion of total variation in endogenous variables that can be explained by the exogenous variables in the model, with a value range from 0 to 1. Based on the Table 4, the R^2 coefficient for the competency development variable obtained a value of 0.791. A higher R^2 value indicates that the model has better predictive ability. The use of R^2 in PLS-SEM helps researchers evaluate the effectiveness and reliability of the structural models they build. This means that Islamic boarding school policies, Islamic boarding school regulations, and self-awareness have an influence on the student competency development variable by 79.10%. It provides insight into how much variation in endogenous variables can be explained by the identified exogenous constructs. Thus, R^2 is an important indicator for evaluating the quality and effectiveness of the constructed structural model.

Effect size f^2 is a quantitative measure that shows how much influence an exogenous variable has on endogenous variables in the structural model. This measure is calculated by looking at the change in the R^2 value of the endogenous variable when an exogenous variable is added or removed from the model. Based on the Table 4, the f^2 coefficient for the competency development variable obtained 0.310 in the medium category and the weakest variable is self-awareness $f^2=0.102$ in the medium category. By using it we can assess the relative contribution of each exogenous variable in explaining the variability of the endogenous variable, thereby helping identify the most significant variables in the model. This analysis is important to increase the validity and predictive power of the model built.

Predictive relevance (Q^2) is one of the metrics used in PLS-SEM measurements to convey the model's effectiveness in predicting the response variable (dependent variable) from the predictor variables. Specifically, Q^2 provides information about how well the developed model can predict the value of the new response variable. In the context of PLS-SEM, Q^2 is calculated by comparing the predictions produced by the model to the actual value of the response variable on test data that is different from the data used to develop the model. A higher Q^2 score indicates a better level of prediction of the model on previously unseen data. The results of calculating the Q^2 obtained values of 0.323 to 0.440 on redundancy construct and 0.426 to 0.481 on the communality construct. So, the model in measuring competency development as a whole is able to explain the model analysis by 32.30% to 48.10% of the phenomenon studied.

3.3 Path Analysis and Hypothesis Testing

Path analysis and hypothesis testing in PLS-SEM is a process used to assess the relationship between latent constructs in a structural model. Path analysis involves calculating path coefficients which indicate the strength and direction of the relationship between exogenous and endogenous variables. These coefficients are estimated using the multiple regression method, and these values are then used to test previously formulated hypotheses. Hypothesis testing is done by looking at the statistical significance of the path coefficient, usually through a t-test or p-value. A path coefficient is considered significant if the p-value is less than a specified significance level, for example, 0.05. Thus, path analysis and hypothesis testing in PLS-SEM allow researchers to evaluate the strength and significance of relationships between constructs, providing deep insight into the dynamics and mechanisms underlying the phenomenon under study. These coefficients are tested for statistical significance, typically using bootstrapping methods to generate standard errors and t-values. A significant path coefficient (p-value < 0.05) supports the hypothesized relationship between constructs.

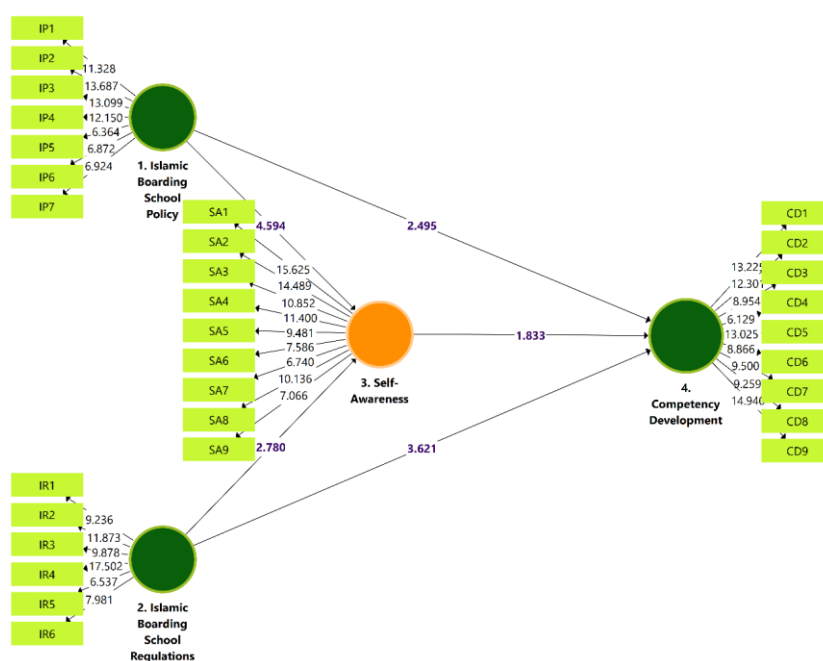


Figure 2. Evaluation of the direct effects

Based on the Table 5, the hypothesis H-DIR₁ (Islamic boarding school policy (X_1) → competency development (Y)) obtained β -values = 0.295, T-value = 2.475 (>1.96), and Q-values = 0.014 (<0.05). The β -value (path coefficient) shows the strength and direction of the influence of the exogenous variable (Islamic boarding school policy) on the endogenous variable (competency development). In this case, a value of 0.295 indicates that Islamic boarding school policies have a positive and quite strong influence on competency development. The higher the value of Islamic boarding school policies, the higher the competency development. The T-value is used to test the statistical significance of the path coefficient. In this context, the T-value of 2.475 is greater than 1.96, which is a critical value at the 5% significance level ($\alpha = 0.05$). This means that the influence of Islamic boarding school policies on competency development is statistically significant. The Q-value indicates the probability that the estimated path coefficient occurs by chance. The Q value of 0.014, which is smaller than 0.05, indicates that there is strong evidence to reject the null hypothesis (no effect). In other words, Islamic boarding school policies significantly influence competency development. Overall, these results show that Islamic boarding school policies have a positive, significant and quite strong influence on competency development at a significance level of 5%.

Table 5. Results of path coefficients: direct effects

Hip.	Path Analysis	β -values (+/-)	SDV	T-statistics (>1,96)	Q-values (<0,05)	Decision
H-DIR ₁	Islamic Boarding School Policy → Competency Development	0.295	0.119	2.475	0.014	Accepted
H-DIR ₂	Islamic Boarding School Policy → Self-Awareness	0.521	0.120	4.357	0.000	Accepted
H-DIR ₃	Islamic Boarding School Regulations → Competency Development	0.433	0.116	3.735	0.000	Accepted
H-DIR ₄	Islamic boarding school regulations → Self-Awareness	0.314	0.116	2.693	0.007	Accepted
H-DIR ₅	Self-Awareness → Competency Development	0.239	0.123	1.947	0.052	Rejected

The hypothesis H-DIR₅ (Self-Awareness (Z) → Competency Development (Y)) obtained β -values = 0.239, T-value = 1.947 (<1.96), and Q-values = 0.052 (>0.05). The β value (path coefficient) shows the strength and direction of the influence of the exogenous variable (Self-Awareness) on the endogenous variable (Competency Development). In this case, the value of 0.239 indicates that Self-Awareness has a positive influence on Competency Development. This means that the higher the level of Self-Awareness, the higher the Competency Development. The T-value is used to test the statistical significance of the path coefficient. The T-value of 1.947 is less than the critical value of 1.96 at the 5% significance level ($\alpha = 0.05$). This means that the effect of Self-Awareness on Competency Development is not statistically significant. The Q-value shows the probability that the estimated path coefficient occurs by chance. The Q value of 0.052 is greater than 0.05, indicating that there is not strong enough evidence to reject the null hypothesis (no effect). In other words, the influence of Self-Awareness on Competency Development is not significant. Overall, although Self-Awareness has a positive influence on Competency Development, this influence is not statistically significant at the 5% significance level. This means that there is not strong enough evidence to state that Self-Awareness significantly influences Competency Development in the tested context.

Table 6. Results of path coefficient: indirect effects

Hip.	Path Analysis	β -values (+/-)	Sample Mean	SDV	T-statistics (>1,96)	Q-values (<0,05)	Decision	Mediating Role
H-IND ₁	IP → SA → CD	0.125	0.128	0.076	1.635	0.103	Rejected	No Mediation
H-IND ₂	IR → SA → CD	0.075	0.073	0.049	1.520	0.129	Rejected	No Mediation

Interpretation of data from measuring the indirect influence of PLS-SEM on the mediating variable self-awareness in influencing the Islamic Boarding School Policy on Competency Development with β -values = 0.125, T-value = 1.635 (<1.96), and Q-values = 0.103 (>0.05) is shown in Table 6. The β -value (path coefficient) shows the strength and direction of the indirect influence of the exogenous variable (Islamic Boarding School Policy) on the endogenous variable (Competency Development) through the mediating variable (Self-Awareness). The value of 0.125 indicates that this indirect influence is positive, which means that Islamic boarding school policies through increasing self-awareness can increase competency development, although this influence is small. The T-value is used to test the statistical significance of the indirect path coefficient. The T-value of 1.635 is less than the critical value of 1.96 at the 5% significance level ($\alpha = 0.05$). This means that the indirect effect through self-awareness is not statistically significant. The Q-value indicates the probability that the estimated path coefficient occurs by chance. The Q value of 0.103 is greater than 0.05, indicating that there is not strong enough evidence to

reject the null hypothesis (no effect). In other words, the indirect effect of Islamic boarding school policies on competency development through self-awareness is not significant. Overall, although there is an indirect positive influence from Islamic boarding school policies on competency development through self-awareness, this influence is not statistically significant at the 5% significance level. This means that self-awareness does not act as a significant mediator (no mediation) in the relationship between Islamic boarding school policies and competency development in the context tested.

Interpretation of data from measuring the indirect influence of PLS-SEM on the mediating variable self-awareness in influencing Islamic Boarding School Regulations on Competency Development with β -values = 0.075, T-value = 1.520 (<1.96), and q -values = 0.129 (>0.05). The β -value (path coefficient) shows the strength and direction of the indirect influence of the exogenous variable (Islamic Boarding School Regulations) on the endogenous variable (Competency Development) through the mediating variable (Self-Awareness). The value of 0.075 indicates that this indirect influence is positive, which means that Islamic boarding school regulations through increasing self-awareness can increase competency development, although this influence is small. The T-value is used to test the statistical significance of the indirect path coefficient. The T-value of 1.520 is less than the critical value of 1.96 at the 5% significance level ($\alpha = 0.05$). This means that the indirect effect through self-awareness is not statistically significant. The p-value indicates the probability that the estimated path coefficient occurs by chance. The q -value of 0.129 is greater than 0.05, indicating that there is not strong enough evidence to reject the null hypothesis (no effect). In other words, the indirect effect of Islamic boarding school regulations on competency development through self-awareness is not significant. Overall, although there is an indirect positive influence from Islamic boarding school regulations on competency development through self-awareness, this influence is not statistically significant at the 5% significance level. This means that self-awareness does not act as a significant mediator (No Mediation) in the relationship between Islamic boarding school regulations and competency development in the context tested.

Discussion

Islamic boarding schools have a very important role in developing individual competency, especially in terms of increasing piety. Policies implemented in Islamic boarding schools often focus on establishing good morals and increasing obedience to religious teachings. Through a holistic approach, Islamic boarding schools can create an environment that is conducive to individual spiritual development, thereby helping to increase their piety. This research is in line with Suratman (2023), who states that educational policy is a product that is used as a guide for educational decision-making, is legal-neutral, and moderately adapts to the educational environment. Furthermore, Islamic boarding school policies also play a role in improving individual character. By emphasizing good moral and ethical values, Islamic boarding schools help form strong and responsible characters. The students are taught to be honest, disciplined, and have a high sense of responsibility. This will have a positive impact on their daily lives, both in the Islamic boarding school environment and in the wider community (Cholil & Zanuiddin, 2018; Hanafi et al., 2021).

In the context of Islamic boarding schools, policies and programs such as MBKM can be adapted to support the development of student self-awareness and competency. This research shows that approaches that integrate independent learning, skills, and motivation can facilitate the development of students' self-awareness and Competency (Fernandez-Perez & Martin-Rojas, 2022; Rahmawati & Ghazali, 2023; Rubens et al., 2018). Furthermore, increasing self-confidence and interpersonal skills are also important factors in developing student Competency. The effectiveness of activities in Islamic boarding schools is also an important indicator of developing individual Competency (Bourke, 2018; Rubens et al., 2018). By holding various learning, worship, social, and other activities in a planned and structured manner, Islamic boarding schools provide opportunities for students to develop various aspects of their competency. Through these activities, students can learn to work together, communicate, and hone other skills that are important for their personal development.

This research is in line with Edi et al. (2019) and Musyafaah et al. (2020), which states that the regulations that must be obeyed are of course not only how the regulations are implemented, but also how the norms or content material in the regulations contain basic legal principles. Furthermore, the regulations in Islamic boarding schools also help create order in the daily lives of the students. With a strict activity schedule and rules that must be obeyed, students are taught to manage time well, maintain order in daily activities, and prioritize important tasks. This helps create an orderly and disciplined lifestyle, which will have a positive impact on the development of individual competency (Atqiya et al., 2022; Mujahid, 2021).

Practicing self-awareness also helps individuals to better recognize their emotions and reactions to certain situations. By understanding these emotions and reactions, individuals can learn to manage emotions better, so they can make more appropriate and effective decisions (Feize & Gonzalez, 2018; Yuan et al., 2023). Self-awareness also helps individuals to understand how their behavior and actions affect other people, thereby improving communication and collaboration skills. This research is in line with Rubens et al. (2018) which states that self-awareness is a person's ability to know their strengths, weaknesses, drives, values, and impact on other people.

By practicing self-awareness and responsibility, individuals will become more proactive in developing their competency (Bourke, 2018). They will be more open to feedback and suggestions from others, and ready to continue learning and developing. High self-awareness also helps individuals to set clear and realistic goals and create concrete action plans to achieve these goals. Overall, the influence of self-awareness on the development of individual competency is very important. By having good self-awareness and high levels of responsibility, individuals can identify their development needs, manage emotions well, take responsibility for their actions, and become more proactive in developing their competency (Anshari et al., 2023; Dekawati, 2022). Thus, self-awareness becomes a strong foundation in the process of developing individual competency.

This research provides the view that Islamic boarding schools have an important role in increasing individual piety and character through forming good morals, increasing obedience to religious teachings, and creating an environment that is conducive to spiritual development. This research supports the conclusion that educational policies that serve as guidelines for educational decision-making that are legal-neutral and moderately adapted to the educational environment, as well as regulations that must be obeyed, have a positive impact on developing individual competency through self-awareness and responsibility. In addition, self-awareness is a person's ability to know strengths, weaknesses, drives, values, and their impact on other people, which is the basis for the growth of emotional intelligence behavior (Adnan et al., 2023; Edi et al., 2019; Hefner, 2019).

Self-awareness also provides a moral and ethical basis for Islamic boarding school managers in designing policies that have a positive impact on the development of students' competency (Al-Rawafi et al., 2021; Anggadwita et al., 2021; Hanafi et al., 2021). With high self-awareness, they will be more inclined to prioritize the interests and welfare of the students in every policy they make. This will create a safer, more inclusive, and supportive learning environment for students to develop their competency. Self-awareness is a key factor in mediating the positive influence of Islamic boarding school policies on the holistic development of students' competency.

4. CONCLUSION

Self-awareness plays an important role in moderating the relationship between Islamic boarding school policies and regulations and the development of student competency. Self-awareness allows students to better understand existing policies and regulations in Islamic boarding schools and how these policies can influence the development of their competency. Thus, they can be more effective in managing themselves by the demands of existing policies and regulations. Self-awareness also allows students to be more aware of the values implemented in Islamic boarding school policies and regulations. This can help them to internalize these values and better integrate them into their competency development.

This research recommends that Islamic boarding schools organize regular self-awareness training programs. These programs may include meditation, self-reflection, and other activities that can help students to increase their understanding of themselves, including their strengths, weaknesses, values, and life goals. Furthermore, supporting students with individual or group mentoring and counseling programs can help them to better understand themselves and how Islamic boarding school policies and regulations can influence their development. A mentor or counselor can guide them in the process of self-reflection and help them to overcome challenges that may arise. Furthermore, it also improves the environment in Islamic boarding schools which supports the growth and development of students' self-awareness. This can include activities that encourage students to engage in the process of understanding themselves.

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