

## THE ROLE OF THE DEPARTMENT OF EDUCATION IN IMPROVING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS

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### ABSTRACT

**Introduce.** Various problems of developing the capacity of Islamic Religious Education (PAI) teachers, administrative complexities that must be faced by Islamic Religious Education teachers because of the dualism of data that must be completed, namely at the Ministry of Religion and at the Education Office. This study aims to examine the role of the Department of Education to improve the quality of Islamic Religious Education teachers.

**Methods.** This study uses a qualitative approach where research data is obtained by visiting the Aceh Provincial Office and eight City Districts with primary and secondary data sources. To obtain the data, the researcher used interview, observation, and documentation methods.

**results.** The results of the study indicate that the roles of the Education Office in Aceh Province and the eight District Education Offices in improving the quality of Islamic Religious Education teachers are: 1) proposing the recruitment of Islamic Religious Education teachers every year to the Regional and Provincial Governments, to meet the needs of teachers. Islamic Religious Education in the area. 2) support the career improvement and welfare of Islamic Religious Education teachers who should receive the same treatment as other teachers. Meanwhile, the obstacles faced by the Education Office in improving the quality of Islamic Religious Education Teachers are to obtain teacher certification allowances and other allowances as well as in terms of participating in training to improve the quality of Islamic Religious Education Teachers.

**Conclusion.** The need for integrated data (Big Data) between the Ministry of Religion and the Education Office so that the administrative process both in terms of providing Religious Teacher certification allowances and in terms of improving the quality of Islamic Religious Education teachers through several pieces of training can be simplified.

**Keywords:** Role, Department of Education, Quality, Islamic Religious Education Teachers.

### INTRODUCTION

One element of the new paradigm in education management in Indonesia is the quality of education. The paradigm contains the main elements, which are relevant to the needs, both the needs of institutions and the community as users of graduates, as well as a comfortable and conducive academic atmosphere in the implementation of education, the existence of institutional commitment from the leadership and staff towards effective and productive education management, sustainability of educational programs as well as program efficiency selectively based on feasibility and adequacy. In this case, the Education Office has carried out its duties and functions as the manager of the education administration. However, the Education Office must be more proactive in efforts to improve the quality of human resources in its ranks, especially the quality of Islamic Religious Education (An-Nahlawi, 1992).

Talking about education, the discussion is not only about general education but also religious education. In recent years, the district/city government has always opened civil servant formations for religious education teachers who are placed in elementary to high school. But behind it all, some things seem ambiguous in the capacity development of the Religion teachers. The researchers found this after conducting initial interviews with several religious education teachers. The results show that so far they rarely participate in academic development activities held by the education office at the district/city and provincial levels. They said that all forms of administration or PAI teacher Emis data were in the Regency Ministry of Religion. (Permen No 72, 2019)

Seeing so many capacity building activities for Islamic Religious Education (PAI) teachers whose status is Regional Government employees, however, capacity building is borne by the Ministry of Religion. Of course, various inequalities will appear which will have an impact on the less than optimal output achieved, including the impact on work and psychological conditions such as stress that occurs in a person (Suhron, 2016; 2017; 2020). This is very reasonable because the Ministry of Religion also has responsibility for several PAI teachers who are appointed and issued by the Ministry of Religion. On the other hand, the local government through the education office seems to only have the task of issuing civil servant decrees. (Permen No. 72, 2019)

## METHOD

In this study, the author uses a type of field research, which means that this research is carried out by examining events that occur in the field using information obtained from research targets called informants or respondents. The method used in this study is a qualitative research method. This research was conducted at the provincial education office and several district/city education offices in Aceh Province. Data collection techniques used in this study are using interviews, observations, and reviewing documentation. The collection of qualitative data according to Lincoln & Guba uses interviews, observations, and documents (records or archives) (EG Guba & YS Lincoln, 1994)

To analyze the data as a whole, researchers used procedures or steps as proposed by Miles and Huberman (Sugiyono) data reduction, data display, and conclusion drawing/verification (Sugiyono, 2008). following the qualitative approach in this study, the researcher will use the three analyzes together.

### 1. Data Reduction Data

reduction in this research is the process of summarizing and selecting the data that has been obtained in the study to find important data and regarding the purpose of the research carried out so that it can provide a clear picture and facilitate data collection in the field.

### 2. Presentation of data

After carrying out data reduction, the next researcher performs data display (data presentation). Through data presentation, the existing data will be organized and arranged according to its classification so that it will be easier to understand.

### 3. Drawing conclusions The

The next step after reducing data and displaying data is drawing conclusions and verification, drawing conclusions and verification by researchers will clarify all findings and become one clear conclusion. Sugiono (2008:253) The conclusion in qualitative research is a new finding that has never existed before. Findings can be in the form of a descriptive or description of an object that was previously still dim or dark after being researched to become clear (Sugiyono, 2008).

## RESULTS

After the researchers conducted research in the Nine Provincial Education Offices and District/City Education Offices, the researchers found a description/answer to the problem formulation of the research conducted.

### **What is the role of the Department of Education in improving the quality of Islamic Religious Education Teachers?**

To answer the formulation of the problem above, the researcher conducted interviews with several heads of the provincial, district/city education offices in Aceh Province. The results of the interview with the head of the Provincial Office in this case represented by Mr. Hamdani, S.Pd, M. Pd as the Head of High School Development and PKLK Stated as follows:

*"The Provincial Education Office provides equal opportunities for Islamic Religious Education teachers to carry out self-development including participating in KKG activities, MGMP (SD, SMP, SMA/SMK) Islamic Religious Education Teachers, PAI Teacher Workshops whose aim is to improve the quality of Islamic Religious Education teachers (Mr. Hamdani, 15 April 2021)*

The same thing was also done by the Pidie Jaya District Education Office in the development of Islamic Religious Education Teachers. The Pidie Jaya District Education Office has even allocated special funds for KKG and MGMP activities (primary school, junior high school, Senior high school) at the national level, the relevant agencies assign teachers periodically to have equal opportunities to participate in training and workshops at the National level (Head of the Department of Education). Education in Pidie Jaya Regency was represented by Mr. Muhammad Gade, Head of GTK on April 16, 2021)

In this case, Norman Triplett, as quoted by the UI Psychology Faculty Writing Team, experimented by comparing individuals who ride bicycles alone with those who ride bicycles in pairs with other people. As a result, individuals rode bicycles faster when paired with another person than alone. Triplett's findings show that in carrying out motor tasks, the presence of other people creates competition so it stimulates an increase in people's energy. As a result, there is an increase in performance. This is called the facilitative effect. The existence of other people facilitates individual performance to be better (Writing Team of the Faculty of Psychology UI, 2011)

Meanwhile, the Langsa City Education Office through the Secretary of the Langsa City Education and Culture Office, there are several steps taken by the Langsa City Education Office in improving the Quality of Islamic Religious Education Teachers including by providing financial assistance to participate in PPG activities in positions that have been allocated to RKA, DOKA as many as 14 teachers for elementary and

junior high school levels in 2020. With PPG activities, teachers in positions will have a positive impact on the quality and quantity of Islamic religious education teachers. who has an Educator certificate (Secretary of the Langsa City Education and Culture Office, Dra. RatnaDewi on March 18, 2021)

. The same policy is also carried out by the South Aceh District Education Office in terms of improving the quality of Islamic Religious Education teachers. The South Aceh district government is very concerned with the quality of Religious Education teachers in southern Aceh. This is evidenced by the allocation of PPG training funds for Islamic religious education teachers that to ensure the PPG activities run smoothly, the South Aceh District Government has carried out anMoU (Memorandum Of Understanding) with the PPG organizing party, namely UIN Ar-Raniry Banda Aceh. The South Aceh District Education Office also always coordinates with the South Aceh District Ministry of Religion, among others, for the appointment of a national level workshop, the participants are directly determined by the local Ministry of Religion after coordinating with the Aceh Education Office for training, while for local training the participants are directly appointed. by the local Education office (Head of the Pidie Jaya District Education Office represented by Mr. Muhammad Gade Head of GTK on April 16, 2021)

### **What are the obstacles faced by the Education Office in improving the quality of Religious Education Teachers?**

The results interviews with the Head of the Provincial Education Office through the Head of GTK, there are several obstacles in increasing Islamic Religious Education teachers including, the Islamic Religious Education Teacher database system that has not been integrated into a solid system, for example, Islamic Religious Education teachers recruited by local governments are required to fill out DAPODIK (Education Principal Data) after that they are also required to fill in the Emis Base data located at the Ministry of Religion. Thus, it can be said that there is an administrative dualism that must be carried out by Islamic Religious Education Teachers (Results of interviews with Mr. Hamdani, S.Pd, M.Pd, Head of High School Development and PKLK on April 15, 2021).

Following the results of the interview above, Fahmiani, S., Qulub, MT, &Mansyuri, A argued about the importance of the data integration system to support the achievement of the goals and objectives of operational functions in the world of education. Management information systems. Educational institutions will experience several benefits as follows: a) the availability of an education data and information management system, b) the integration of educational data and information for support the decision-making process, c) the availability of complete educational data and information for all stakeholders with an interest in education. d) the availability of technology-based administrative services (Fahmiani, S, et al, 2020)

The Head of the Lhokseumawe City Education Office said the same thing. In the interview session through the secretary of the Education office, it was found that administrative dualism is the root of the problem that is so complete faced by Islamic Religious Education Teachers that he suggested that there should be an integrated data system between Dapodik and Emis data (Results of interview with Drs. Ikhwansyah, MA Secretary of the Office Lhokseumawe City Education on March 17, 2021)

Meanwhile, the head of the BenerMeriah Regency Education Office also acknowledged that there were problems in improving the quality of Islamic Religious Education Teachers. Besides the occurrence of administrative dualism that must be fulfilled by an Islamic Religious Education, the ratio of Islamic Religious Education teachers itself is not ideal when compared to the student ratio so that learning outcomes are not optimal. Then also there are still a small number of Islamic Religious Education teachers who already have educator certificates. Even though ownership of an educator certificate for a teacher is very necessary for improving the quality and quality of education (Results of an interview with the Secretary of the BenerMeriah Regency Education Office on August 27, 2021)

In terms of the dualism of data on the Administration of Islamic Religious Education Teachers, Hayadin argues, for example, there are complaints about the uncertainty of fate. religious education teachers who teach in public schools on the implementation of certification due to bureaucratic dualism. For salaries, this has been managed by the Ministry of National Education, while certification has been submitted to the Ministry of Religion (Hayadin, 2018).The head of the Central Aceh Education office has also complained about the teacher ratio problem. In his response, he argues that the alignment between the ratio of Islamic Religious Education teachers to the number of students is very important to support the creation of a dynamic educational process. While at the Central Aceh Education office, there were still Islamic Religious Education teachers who were appointed by the Education Office but on an official memorandum at the Ministry of Religion. Another interesting thing that we got from the results of interviews with the Central Aceh district education office was about the welfare gap between Islamic Religious Education teachers who were placed in Madrasas and the madrasa teachers themselves. For example, Islamic Religious Education teachers who are placed in madrasas do not receive food allowances and performance allowances even though they are on a

memorandum of service at madrasas, this is in contrast to MoRA teachers who are indeed assigned to madrasas. M. Nurdin, S.Pd, M. Pd Aceh Tengah Regency on August 26, 2021)

The head of the West Aceh Education office also conveyed the same thing. He thought that administrative dualism needed to be immediately found so that it would not harm Islamic religious education teachers. He even suggested that Islamic religious education teachers should be appointed by the city district government, in terms of administration, they should also be fully managed by the local education office.

The same thing was also expressed by the head of the Education Office of Southwest Aceh Regency regarding the ratio of Islamic Religious Education Teachers. Still less when compared to the number of students in schools, every year related parties propose the recruitment of Islamic Religious Education Teachers, for career development Islamic Religious Education Teachers get The same rights as teachers in other fields of study. For example, non-certified Islamic Religious Education teachers receive a functional allowance of Rp. 250.000,- per month. The significant obstacle for Islamic Religious Education Teachers is the dualism of the data that must be prepared by Islamic Religious Education teachers, namely if the teacher at the Education office must complete the data in DAPODIK which is the entire CAR data while in the Ministry of Religion, Islamic Religious Education teachers must complete the data. in the EMIS data (Education Management Information System) the emis data is for the requirements for taking the certification allowance. Suggestions and input from the Head of the Aceh Barat Daya District Education Office, it is better if the issue of certification of Islamic Religious Education Teachers is the responsibility of the Education Office because it is the Regional Government that recruits and appoints (Interview with the Head of the Southwest Aceh District Education Office on August 26, 2021)

Head of the Office West Aceh District Education explained the ratio of Islamic Religious Education Teachers. It is still lacking considering that many schools have not fulfilled Islamic Religious Education Teachers when compared to the ratio of students that exist every year. Thus, every year the Education Office proposes formations through the Regional Government to cover the shortage of Islamic Religious Education Teachers, then to receive training or Workshops for Islamic Religious Education Teachers who are appointed by the Regional Government as a whole it is still under the Ministry of Religion for development, although now the Education Office has prioritized Islamic Religious Education Teachers with other teachers are the same in the career development process. To get Islamic Religious Education Teachers, they must complete the DAPODIK and EMIS data at the Ministry of Religion. According to the head of the West Aceh District Education Office, it is better if the DAPODIK data and EMIS data are integrated so that Islamic Religious Education teachers do not have to fill in or complete two data (Interview with the Head of the Southwest Aceh District Education Office on August 26, 2021)

## CONCLUSION

1. The Education Office in improving quality Islamic Religious Education Teachers have made several programs including the Teacher Working Group activity program, Subject Teacher Meetings (SD, SMP, SMA/SMK) Islamic Religious Education Teachers, PAI Teacher Workshops and allocating funds for Islamic Religious Education Teachers through RAK (Work Plan and Budget), DOKA (Aceh Special Autonomy Fund) for each district/city for PPG (Teacher Professional Education) activities.
2. Data system *Base* that has not been integrated into a solid system, for example, Islamic Religious Education teachers recruited by the Regional Government are required to fill out the DAPODIK data application after which they are also required to fill in the *Base* EMIS which is in the Ministry of Religion. Thus, it can be said that there is an administrative dualism that must be carried out by Islamic Religious Education Teachers, then regarding the Certification of Islamic Religious Education Teachers, they must go through the Ministry of Religion.

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