

GOVERNMENT PARTICIPATION IN IMPROVING THE QUALITY OF RELIGIOUS TEACHERS IN INDONESIA

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Abstract. *One of the most important issues regarding education in Indonesia is about educators, especially Islamic educators. In terms of teacher education, it is an important figure in improving the quality of students, to achieve quality students, of course a teacher also has quality, especially religion teachers in Indonesia. . One of the policies that have been made by the commitment of the Indonesian government in improving the quality of teachers, especially religion teachers in Indonesia, is listed in PP NO. 19 of 2005 on National Education Standards chapter VI and PP RI NO. 19 of 2005 on National Education Standards, chapter VI article 28 paragraph (3) and PP NO. 19 of 2005 on National Education Standards chapter VI and PP RI NO. 19 of 2005 on National Education Standards, chapter VI, article 28 paragraph (3). The purpose of this study is to determine the development of the quality of religious teachers in Indonesia through policies made by the government. The method used in this research is descriptive and quantitative methods. And it is hoped that with this regulation from the government the quality of religious teachers, especially Islamic education religion teachers, can increase rapidly*

Keywords : *The Role of Government, Quality of Islamic Religious Education*

Introduction

The Indonesian nation has a mandate to educate the nation's life, as stated in the preamble to the 1945 Constitution of the Republic of Indonesia (Irmawanty, Muhammad Syarif Sumantri, Arita Marini, 2019) The objective condition of the quality of teachers in Indonesia is still low, this can be seen in the low national examination scores in some areas, many teachers do not understand the scientific substance and the proper learning patterns are

indicators of the low quality and professionalism of teachers. (Muttakin, 2016) Towards the era of globalization, the age of information and technology that comes to mind together are aspects of the readiness of the Indonesian nation in that era. Especially in 2015 entering the phase “Masyarakat Ekonomi ASEAN (MEA)” This nation is challenged to be able to tread it smoothly, correctly, and in fair play, (Fattah, 2015)

A teacher is not only a teacher who transfers knowledge, but also as an educator who transfers knowledge, but as an educator who transfers values as well as a guide who directs and guides students in learning (Lubis, 2020) Currently efforts to improve the quality of education face serious obstacles, considering that currently the final national learning evaluation is no longer determined by the National Examination, but is determined entirely by schools and teachers (Fieka Nurul Arifa, 2019) . The government, which in this case is the holder and maker of a policy, from the central to the regional level, has the authority of policy in developing and advancing the world of education in their respective regions (Atnawi, 2018). In order to achieve the expected standards of quality and teacher professionalism, efforts to develop teachers must be carried out continuously. (H.Winingsih, 2013)

Method

Some regions in Indonesia local governments have made policies in different ways, here are some of these regions:

1. The Regional Office of the Ministry of Religious Affairs in Banten Province in Improving the Professionalism of Madrasah Ibtidaiyah Teachers.

Researchers used a qualitative approach method with technical descriptive analysis that explained the policies made by the Banten Province Representative Office of the Ministry of Religion in an effort to improve teacher professionalism in madrasah ibtidaiyah, the obstacles faced, alternative solutions, as well as appropriate coaching models to foster madrasah teachers in realizing teacher professional behavior. (Irmawanty, Muhammad Syarif Sumantri, Arita Marini, 2019)

2. Evaluation of the Program for Improving the Qualification of S1 Madrasah Teachers and Islamic Education Teachers through the Dual Model System of the Ministry of Religion of the Republic of Indonesia at LPTK Rayon 210 IAIN Mataram.

In connection with the research focus, the researchers here use qualitative methods using the National Education Standards, and the Standards set by the College as criteria, then measure the achievement of the goals that have been achieved. This research is a program evaluation using a case study method that focuses on only one selected phenomenon and wants to be understood in depth, ignoring other phenomena.

Collecting qualitative data using observation methods and guidelines, interviews, open questionnaires, and document analysis. Meanwhile, quantitative data collection uses closed questionnaire methods and guidelines.

The data analysis technique used in this evaluation research is statistics (Fattah, 2015)

3. The Urgency of Teacher Competence in Al-Qur'an Learning in Raudhatul Atfhal Medan City.

This type of research is a qualitative researcher. The reason for using this qualitative method is that this research can reveal the phenomena that occur, thus discovering what is hidden behind the phenomena that occur.

Data collection in this study was carried out in 3 ways, namely with techniques commonly used in qualitative research, namely interviews, observation, and document review.

Data analysis techniques used techniques proposed by Miles and Huberman, namely data reduction, data presentation, and conclusions. (Lubis, 2020)

4. The Performance Of Basic School Of Islamic Education Supervisors For Improving The Pedagogic Competency Of Islamic Religious Education Teachers

The qualitative approach was chosen with the aim of examining the focused problem and in order to get a deeper meaning in accordance with the research background. On the other hand, choosing a qualitative approach also considers opinion (Gresswell, 2012).

Furthermore, with regard to the selection of data sources in the form of human subjects or samples, the authors do it purposively as described by Lincoln and Guba as quoted by (Moleong, 2017) that the researcher starts from the assumption of his own context, and that the researcher has a fairly close relationship with existing contextual factors. (Muspawi, 2019).

Results And Discussion

1. The Regional Office of the Ministry of Religious Affairs in Banten Province in Improving the Professionalism of Madrasah Ibtidaiyah Teachers.

Teachers have two levels of professional function. First, based on educational background, you must be a bachelor, second, you must be certified as a professional teacher (Kartadinata, 2000). Therefore, as a professional teacher, it can be seen from their knowledge and professionalism.

Banten Province has 20 State Ibtidaiyah Madrasas and 101 Private Ibtidaiyahs spread across districts and cities. As for the number of madrasah Ibtidaiyah teachers as many as 1327 civil servants and 8519 people who are non PNS and who have been certified 4308 people. The portrait illustrates that Banten Province, in this case the Regional Office of the Ministry of Religion, manages enormous human resource potential and sustainable professional development. (Irmawanty, Muhammad Syarif Sumantri, Arita Marini, 2019)

2. Evaluation of the Program for Improving the Qualification of S1 Madrasah Teachers and Islamic Education Teachers through the Dual Model System of the

Ministry of Religion of the Republic of Indonesia at LPTK Rayon 210 IAIN Mataram.

The results showed that the S1 qualification improvement program through DMS for context aspects in DMS and the existence of the DMS LPTK Rayon 210 IAIN Mataram program, showed that overall these components already had a clear formal-juridical organizer foundation and showed a high community need for the program. (Fattah, 2015)

3. The Urgency of Teacher Competence in Al-Qur'an Learning in Raudhatul Atfhal Medan City.

The Ministry of Religion of Medan City conducts teacher competency development in Raudhatul Atfhal by creating various programs to improve quality for teachers, these activities are as follows :

1. Teacher education qualification improvement program.
2. Competency-based integrated training program
3. Educational supervision program.
4. RA teacher deliberation empowerment program (Lubis, 2020).

4. The Performance Of Basic School Of Islamic Education Supervisors For Improving The Pedagogic Competency Of Islamic Religious Education Teachers.

The activities of PAI supervisors to check the completeness of teacher administration in an effort to increase the pedagogical competence of PAI teachers at SD Negeri Resort I, Pelawan District are in line with the results of research (Muspawi, 2017) which found that as an internal supervisor the head of MAN Insan Cendekia Jambi carried out supervision by examining various materials teaching teachers.

The results of the author's research are also in line with (Yasin, 2011) the results of his research that report the development of the pedagogical competence of Islamic Religious Education Teachers carried out at MIN Malang I are; 1. Perform development planning based on self-evaluation of teacher abilities. 2. Developing the pedagogical competence of Islamic religious education teachers through various training activities, workshops, seminars, discussions, workshops, bringing in experts, regular meetings between teachers related to themes and aspects of learning management, actively conducting CAR research to improve the quality of learning and at the same time continuing to the level of education to S2. 3. Developing the pedagogical competence of Islamic religious education teachers is carried out by the government, madrasah and especially by the teacher concerned.

Conclusions And Recommendations

Based on the discussion and data analysis in Banten Province, the following conclusions can be made :

The regional office of the Ministry of Religion of Banten Province has strengthened the competence of Madrasah Ibtidaiyah teachers through various activities. The Regional Office of the Ministry of Religion of Banten Province has also allocated simulated assistance funds for several KKG and KKMI in the Regency / City in order to expand access to Sustainable Professional Development (PKB) activities.

Whereas at the 210 IAIN Mataram LPTK it can be concluded that the implementation of the S1 qualification upgrade program for madrasah teachers and Islamic Education teachers through the Dual Mode System (DMS) at the DMS LPTK Rayon IAIN Mataram (NTB, NTT, and Bali) has been going well and is in accordance with standards guidelines and regulations set by the Ministry of Religion of the Republic of Indonesia (both on the dimensions of context, input, process, product, and outcomes) although there are various aspects that need to be improved and improved, both in quantity, especially in terms of quality.

Meanwhile at the Medan City Ministry to improve teacher competence in teaching Al-Qur'an in Raudhatul Atfhal Medan City, namely the teacher education qualification improvement program, competency-based integrated training program, educational supervision program, and RA teacher deliberation empowerment.

Based on this research, supervisors also have an important role in improving the quality of teachers in Indonesia, especially religion teachers.

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