

Evaluation Of The Implementation Of The Lecture Process For Postgraduate PAI Students At UIN Imam Bonjol Padang In The Digital Era

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Abstract

The purpose of this study is to explain the Evaluation of the Implementation of the Postgraduate Islamic Education Student Lecture Process at UIN Imam Bonjol Padang in the Digital Era. This research uses qualitative research methods and types of evaluation research with the CIPP (Context, Input, Process, Product) evaluation model. The results of this study show that evaluation using CIPP provides a comprehensive view of the effectiveness of Postgraduate Islamic Education learning at UIN Imam Bonjol Padang. Firstly, the context evaluation discusses the importance of technology adaptation in Islamic educational institutions such as UIN Imam Bonjol Padang. The institution needs to ensure that the use of information and communication technology (ICT) supports learning effectiveness. Secondly, feedback evaluation highlights the importance of listening to feedback from lecturers and students in the context of online learning. Such feedback becomes the basis for formulating specific improvement strategies. Thirdly, process evaluation addresses how technology is integrated in the learning process and the challenges faced in its implementation. It helps identify the successes and challenges in using technology in learning. Fourth, product evaluation highlights the concrete outcomes of the learning process, such as learning materials, interaction between lecturers and students, and final learning outcomes. This evaluation is important to ensure that learning products fulfil the desired quality standards and are relevant to students' needs and expectations.

Keywords: Evaluation; Implementation of Lecture Process; Digital Era.

Artikel Info

Received:

January 11, 2024

Revised:

March 14, 2024

Accepted:

May 11, 2024

Published:

June 20, 2024

Abstrak

Tujuan penelitian ini menjelaskan tentang Evaluasi Pelaksanaan Proses Perkuliahan Mahasiswa PAI Pascasarjana di UIN Imam Bonjol Padang Era Digital. Penelitian ini menggunakan metode penelitian kualitatif dan jenis penelitian evaluasi dengan model evaluasi CIPP (Context, Input, Process, Product). Hasil penelitian ini menunjukkan bahwa evaluasi menggunakan CIPP menyediakan pandangan yang komprehensif tentang efektivitas pembelajaran PAI Pascasarjana di UIN Imam Bonjol Padang. Pertama, evaluasi konteks membahas tentang pentingnya adaptasi teknologi dalam institusi pendidikan keislaman seperti UIN Imam Bonjol Padang. Institusi ini perlu memastikan bahwa penggunaan teknologi informasi dan komunikasi (TIK) mendukung efektivitas pembelajaran. Kedua, evaluasi masukan menyoroti pentingnya mendengarkan feedback dari dosen dan mahasiswa dalam konteks pembelajaran online. Masukan tersebut menjadi landasan untuk merumuskan strategi perbaikan yang spesifik. Ketiga, evaluasi proses membahas tentang bagaimana teknologi diintegrasikan dalam proses pembelajaran dan tantangan yang dihadapi dalam implementasinya. Evaluasi ini membantu mengidentifikasi keberhasilan dan tantangan dalam menggunakan teknologi dalam pembelajaran. Keempat, evaluasi produk menyoroti hasil konkret dari proses pembelajaran, seperti materi pembelajaran, interaksi antara dosen dan mahasiswa, dan hasil akhir dari pembelajaran. Evaluasi ini penting untuk memastikan bahwa produk-produk pembelajaran memenuhi standar kualitas yang diinginkan serta relevan dengan kebutuhan dan ekspektasi mahasiswa.

Kata Kunci : Evaluasi; Pelaksanaan Proses Perkuliahan; Era Digital.

A. Introduction

The use of technology in the learning process at the tertiary level has experienced rapid development in recent years. Technology has become an

integral part in almost all aspects of academic and administrative activities in higher education. Universities have adopted technology in various aspects

of their activities, significantly changing the way they approach teaching and learning, and conducting research.

Technology-based learning, or e-learning, has become increasingly common, allowing students to access course materials, assignments, and discussions online. E-learning platforms such as Google Classroom, Zoom, or Canvas facilitate interaction between lecturers and students, while multimedia and interactive content increases student engagement and understanding.

Evaluation of the implementation of the lecture process for students of the Islamic Education Postgraduate Programme is a very important part of ensuring the quality of higher education that is qualified and relevant to the needs of the times. In facing the dynamics of change that occur in the current digital era and globalisation, higher education must always conduct regular evaluations to ensure that the learning process is carried out in accordance with the established standards and is able to meet the demands of scientific and technological developments. The process of

evaluating the implementation of the PAI Postgraduate Programme students' lectures must be carried out comprehensively, covering various aspects that include the organisation, implementation, and learning outcomes. This evaluation not only aims to evaluate the performance of teaching lecturers, but also to assess the level of understanding, acceptance, and application of the material provided by students. Thus, this evaluation becomes the basis for continuous improvement and development in an effort to improve the quality of education and learning (Mustari, 2022).

One important aspect in evaluating the implementation of the lecture process of Postgraduate PAI students is an understanding of the special characteristics of the programme. The Postgraduate PAI Programme has its own characteristics that distinguish it from other educational programmes, such as a focus on in-depth study of Islam, scientific development in the field of Islam that is multidisciplinary, as well as research and development of science

that is relevant to contemporary challenges in the religious realm (Akhyar et al., 2024). Therefore, the evaluation of the implementation of the lecture process must consider these unique characteristics in assessing the effectiveness of learning. In addition, the evaluation of the implementation of the lecture process must also pay attention to the development of information and communication technology which has brought significant changes in the education paradigm. The utilisation of technology in learning (known as e-learning or technology-based learning) has become a necessity in modern higher education. Therefore, the evaluation of the implementation of the lecture process must include aspects of the use of technology in learning, such as digital learning platforms, e-books, online discussions, and so on (Salim, 2022).

Furthermore, in evaluating the implementation of the lecture process for students of the Islamic Education Postgraduate Programme, it is important to consider the diversity of students' backgrounds, interests, and needs.

Students of PAI Postgraduate Programmes often come from various academic and professional backgrounds, so this diversity must be accommodated in the design of learning and evaluation. An inclusive and responsive approach to this diversity is key to ensuring that all students can access, understand, and apply the material taught (Akhyar et al., 2023).

In addition to the aspects mentioned above, the evaluation of the implementation of the lecture process must also pay attention to the learning objectives that have been set. Clear and measurable learning objectives are the foundation for effective learning design and accurate evaluation. Evaluation must be able to measure the extent to which learning objectives have been achieved by students, both in terms of knowledge, skills, and attitudes that are expected (Saihu, 2021).

In evaluating the implementation of the lecture process, it is also important to involve relevant stakeholders, including lecturers, students, study programme leaders, and other related parties. The involvement

of stakeholders in the evaluation process will provide diverse perspectives and ensure that the evaluation is comprehensive and fair. Finally, the results of the evaluation of the implementation of the lecture process must be used as a basis for continuous improvement and development. Evaluations conducted without real follow-up will only be a mere formality. Therefore, it is important to implement the recommendations resulting from the evaluation in an effort to improve the quality of learning in the future (Sanjaya, 2009).

Higher education has undergone a significant transformation since the entry of the digital era, which has been further accelerated by the COVID-19 pandemic. UIN Imam Bonjol Padang, especially the Islamic Religious Education (PAI) Postgraduate Programme, is no exception to this change. From a context where lectures were mostly online during the pandemic, we are now witnessing a deeper transformation, where technology is not only a supporting tool,

but has internalised itself into the lecture process. Previously, in facing the challenges of the COVID-19 pandemic, UIN Imam Bonjol Padang, like many other educational institutions, was forced to make a drastic shift from conventional lectures to online learning. However, more than just adjusting to an emergency situation, this pandemic has become a trigger to encourage innovation and transformation in higher education, including Postgraduate Islamic Education courses.

One of the most striking outcomes of the transformation is the internalisation of technology into the lecture process. From simply using online learning platforms as an alternative to physical meetings, UIN Imam Bonjol Padang has explored the potential of technology to enhance students' learning experience and teaching effectiveness. For example, online learning platforms are no longer only used to deliver materials and assignments, but also to provide diverse learning resources, such as e-books, electronic journals, and interactive learning videos. In addition, the

utilisation of technology has also enabled the adoption of learning models that are more flexible and responsive to student needs. With recorded lectures, students have access to review lecture material whenever they need it. Online discussions have also become an effective means to facilitate interaction between lecturers and students, as well as between fellow students, without the constraints of time and space.

However, the transition to technology-internalised lectures does not come without challenges. One of the challenges faced is ensuring the accessibility of technology for all students, especially in the midst of disparities in internet access and devices. UIN Imam Bonjol Padang needs to ensure that no student is left behind in the learning process due to technological limitations. In addition, it is also necessary to increase the capacity of lecturers in developing and managing effective and engaging technology-based learning. This transformation also requires a change in culture and mindset among lecturers and students. Lecturers need to adopt a

more collaborative and interactive learning approach, which encourages students' active participation in the learning process. On the other hand, students need to become more independent in managing their time and learning, and more open to the use of technology in education.

Based on the above, evaluating the implementation of the lecture process for students of the Islamic Education Postgraduate Programme at UIN Imam Bonjol Padang is a complex and important process in an effort to improve the quality of higher education that is relevant to the needs of the times. This evaluation must be carried out comprehensively, responsive to technological developments and student diversity, and involve relevant stakeholders. The results of the evaluation should be used as a basis for continuous improvement and development to improve the quality of learning in the future.

B. Research Method

This research uses a qualitative research approach and type of

evaluation research with the CIPP (Context, Input, Process, Product) evaluation model, developed by Stufflebeam, where the research process is carried out by analysing data to answer problem formulations without testing hypotheses. The main data of this research are context data, input data, process data, and product data. Broadly speaking, the research design evaluates the implementation of the Postgraduate PAI Student Lecture Process at UIN Imam Bonjol Padang in the Digital Era by using the CIPP evaluation model (Rijali, 2019).

C. Results and Discussion

Context Evaluation of the Implementation of the Lecture Process of Postgraduate Islamic Education Students at UIN Imam Bonjol Padang in the Digital Era

Education is an important foundation in the development of society and the maintenance of religious values. In the rapidly growing digital era, higher education, especially in Islamic studies, is faced with new challenges in implementing the lecture process. This research aims to evaluate

the context of the implementation of the lecture process of Postgraduate Islamic Education (PAI) Study Programme Students at UIN Imam Bonjol Padang in the digital era. UIN Imam Bonjol Padang is one of the Islamic higher education institutions that has a strong commitment to improving the quality of Islamic education. As a faith-based institution, UIN Imam Bonjol Padang has a great responsibility in ensuring that the postgraduate Islamic Education lecture process reflects academic integrity and intellectual excellence. In the digital era, the institution is faced with the demand to adapt information and communication technology (ICT) to improve learning effectiveness (Handoko et al., 2022).

The evaluation results show that the implementation of the lecture process for Postgraduate Islamic Education Students at UIN Imam Bonjol Padang in the digital era faces several challenges and opportunities. One of the main challenges is the availability of adequate technological infrastructure and the availability of human resources skilled in the

utilisation of these technologies. Nonetheless, there have been significant efforts by the institution to address these challenges through investment in infrastructure development and training for lecturers and staff. The implementation of online learning has become an integral part of the lecturing process at UIN Imam Bonjol Padang. Lecturers use various online learning platforms such as Learning Management System (LMS) to deliver materials, assignments, and exams to students. In addition, online discussion forums are also utilised to facilitate interaction between lecturers and students as well as between fellow students (Sufri, 2023).

While online learning offers greater flexibility and accessibility, there are some challenges that need to be overcome. One of them is the digital divide among students, where not all students have equal access to technology and the internet. This can hinder student participation and academic achievement. However, institutions can capitalise on this opportunity to develop inclusive

strategies that take into account the varying levels of technological skills among students. The evaluation also highlighted the importance of technology integration in the curriculum of the Postgraduate PAI Study Programme. Learning should be designed in such a way that technology is used as a tool to enhance understanding of Islamic concepts and not just as a means of delivering information. Lecturers need to be equipped with adequate learning design skills to create engaging and meaningful learning experiences using technology (Ariani et al., 2023).

Evaluation of the context of the implementation of the lecture process for Postgraduate Islamic Education Students at UIN Imam Bonjol Padang in the digital era highlights the importance of technology integration in Islamic learning. Although there are challenges that need to be overcome, the institution has a strong commitment to continuously improve the quality of Islamic education through the utilisation of technology. With the right strategy and continuous support, UIN Imam

Bonjol Padang can be an example for other higher education institutions in facing challenges and capitalising on opportunities in the digital era.

Input Evaluation of the Implementation of the Lecture Process for Postgraduate Islamic Education Students at UIN Imam Bonjol Padang in the Digital Era

This research aims to evaluate the input or feedback in the implementation of the lecture process for students of the Islamic Religious Education Postgraduate Programme at UIN Imam Bonjol Padang in the digital era. This evaluation is important to understand the effectiveness of learning methods used in the growing information and communication technology. The evaluation process involves in-depth analysis of student input as well as reflection on the implementation of technology in learning. In the digital era, the role of information technology in education is increasingly prominent. This affects the way Islamic Education is taught at UIN Imam Bonjol Padang where online platforms are the main

means of learning. The evaluation of inputs in this case covers various aspects, including ease of access, adequacy of materials, interactivity, lecturer response, and the impact of technology on learning effectiveness (Destriani et al., 2023).

One of the aspects evaluated is the ease of access to lecture materials. In the digital era, students are expected to be able to easily access learning materials through online platforms. Input related to material accessibility is an important indicator in evaluating learning effectiveness. The results of this evaluation will provide an overview of how efficient and effective the online platform is in distributing materials to students. Material adequacy is another thing that is evaluated in this context. Students are expected to get relevant and in-depth materials according to the needs of the curriculum. Evaluation of inputs related to material adequacy will provide valuable information for better curriculum development in the future (Ginting et al., 2021).

Interactivity between students and learning materials is also the focus of

evaluation. In online learning, interaction between students and lecturers as well as between students is often a challenge. Evaluation of this interactivity-related input will help identify the strengths and weaknesses of the learning system used. Lecturers' response to students' needs and input is also an important aspect in this evaluation. Lecturers are expected to be responsive to questions, criticisms and suggestions from students through the online platform. Evaluation of lecturers' response can provide input on the effectiveness of communication between lecturers and students in the context of online learning. The impact of technology on learning effectiveness is another thing evaluated in this study. Although information technology has great potential to improve learning effectiveness, it can also bring some challenges such as network disruption or other technical difficulties. Evaluation of the inputs related to the impact of technology will help identify areas that need improvement in the implementation of technology in learning (Nurdin & Hartati, 2019).

The results of this input evaluation will provide a better understanding of students' needs and preferences in the context of PAI learning in the digital era. From the results of this evaluation, specific corrective measures can be taken to improve the quality of learning and fulfil students' needs more optimally. In addition, the findings of this study can also be a contribution to the development of higher education, especially in the context of technology integration in PAI learning.

Process Evaluation of the Implementation of the Lecture Process for Postgraduate Islamic Education Students at UIN Imam Bonjol Padang in the Digital Era

The evaluation of the lecture implementation process of Islamic Religious Education (PAI) Postgraduate Programme Students at UIN Imam Bonjol Padang in the digital era is at the core of efforts to ensure the effectiveness and quality of learning that is relevant to the changing times. The profound transformation in higher

education, especially spurred by the entry of the digital era which is further accelerated by the COVID-19 pandemic, encourages educational institutions such as UIN Imam Bonjol Padang to adapt their learning strategies. Process evaluation is crucial in understanding how technology has been integrated into learning, identifying challenges faced, and formulating appropriate measures to improve the learning process.

Firstly, the process evaluation examines the extent to which technology is used effectively to support the learning process. This includes evaluating the use of online learning platforms to deliver materials, assignments and other learning resources. It should also consider the extent to which technology facilitates flexibility in learning, such as access to recorded lectures and online discussions. Secondly, the evaluation considers the accessibility of technology for all students. Disparities in internet access and devices are barriers that need to be addressed so that no student is left behind in learning.

This evaluation may involve surveys or interviews to identify accessibility issues faced by students and formulate strategies to address these issues (Janah & Ristianah, 2024).

Next, the evaluation assesses the interaction between lecturers and students in the online learning environment. This includes evaluating the effectiveness of communication, lecturers' responsiveness to students' questions and feedback, and lecturers' ability to facilitate online discussion and collaboration. This can be done through student satisfaction surveys or direct observation of interactions within the learning platform. Finally, the evaluation pays attention to lecturers' adaptability to technological changes. Increasing lecturers' capacity in developing and managing technology-based learning is important to improve learning effectiveness. The evaluation may include assessing the training provided to lecturers, the technical support available, and the development of innovative and engaging learning content (Rahmat et al., 2023).

Evaluation of the lecture delivery process at UIN Imam Bonjol Padang in the digital era provides a basis for identifying successes and challenges in using technology in learning. The results of this evaluation can be used as a basis for formulating improvement and development strategies aimed at improving the quality of learning and ensuring that Postgraduate Islamic Education students get a learning experience that is meaningful and relevant to the needs of the times.

Product Evaluation of the Implementation of the Postgraduate Islamic Education Student Lecture Process at Uin Imam Bonjol Padang in the Digital Era

Product evaluation in the implementation of the lecture process of Islamic Religious Education (PAI) Postgraduate Programme Students at UIN Imam Bonjol Padang in the digital era highlights the concrete results of the learning process. In an era where technology is an integral part of learning, product evaluation is important to measure the quality of learning materials, resources, and the

end result of students' learning experience. Through this research, the main focus is to understand the extent to which the learning products produced reflect the desired quality standards as well as the extent to which they fulfil students' needs and expectations.

The role of technology in facilitating learning at UIN Imam Bonjol Padang has resulted in a variety of learning products that include diverse materials, tools and resources. Product evaluation begins with analysing the diversity of learning resources available, such as e-books, electronic journals and interactive learning videos. These products should be assessed based on their relevance, diversity and quality in supporting learning objectives. In this context, the evaluation should also consider the ease of access and usefulness of these products for students. In addition, learning products also include recorded lectures and online discussions that allow students to re-access learning materials. Evaluation of recorded lectures involves assessing the quality of sound and picture, as well as the ease

of access. Online discussions should also be evaluated in terms of their effectiveness in facilitating interaction between lecturers and students, and in encouraging collaboration and productive discussion (Sabri, 2020).

The quality of interaction between lecturers and students in the online learning environment is also part of the product evaluation. Online discussion, discussion forum, and academic guidance service are the products of interaction that should be assessed. This evaluation covers aspects such as lecturers' responsiveness to students' questions and inputs, depth of discussion, and collaborative atmosphere in the learning environment. Furthermore, learning products also include the end results of the learning process, such as assignments, exams, and student papers. Evaluation of these products should consider their quality, originality and relevance to the learning objectives. In addition, the evaluation should also pay attention to students' ability to apply the concepts and skills they have learnt in the context of real-

world situations (Ahmadi & Ibda, 2021).

The main challenge in evaluating learning products in the digital era is to ensure that they fulfil the desired quality standards and are relevant to students' needs and expectations. Product evaluation should be conducted comprehensively and continuously, involving feedback from students, lecturers, and other relevant stakeholders. Evaluation results should be used as a basis for improvement and development aimed at enhancing the quality of learning in the future (Pendit, 2008).

In the lecture process at UIN Imam Bonjol Padang, evaluation of learning products is essential to ensure that Postgraduate Islamic Education students get meaningful learning experiences that are relevant to the needs of the times. By continuing to adapt and develop learning products that are responsive to technological changes and student needs, UIN Imam Bonjol Padang can ensure that the lecture process in the digital era has a

positive impact on the development of Islamic religious knowledge.

D. Conclusion

Based on the description above, it can be concluded that the importance of evaluation in various aspects of the implementation of the lecture process for Postgraduate Islamic Education Students at UIN Imam Bonjol Padang in the digital era. Evaluation of context, input, process, and product is an integral part of efforts to ensure the effectiveness and quality of learning that is relevant to changing times. Firstly, the context evaluation discusses the importance of technology adaptation in Islamic educational institutions such as UIN Imam Bonjol Padang. The institution needs to ensure that the use of information and communication technology (ICT) supports learning effectiveness. Secondly, feedback evaluation highlights the importance of listening to feedback from lecturers and students in the context of online learning. Such feedback becomes the basis for formulating specific

improvement strategies. Thirdly, process evaluation addresses how technology is integrated in the learning process and the challenges faced in its implementation. It helps identify the successes and challenges in using technology in learning. Fourth, product evaluation highlights the concrete outcomes of the learning process, such as learning materials, interaction between lecturers and students, and final learning outcomes. This evaluation is important to ensure that learning products fulfil the desired quality standards and are relevant to students' needs and expectations.

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