

THE GOVERNMENT'S ROLE IN IMPROVING THE QUALITY OF TRADITIONAL ISLAMIC BOARDING SCHOOL IN BIREUEN REGENCY OF ACEH PROVINCE

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ABSTRACT

The Islamic boarding school has become a traditional institution famous in the social order, cultural, economic, and political in Aceh and Indonesia. The study aims to determine the role of the government to realizing the quality of Islamic Education Institute in Bireuen Regency. The research was conducted by descriptive qualitative approach that involves 15 units of the Islamic boarding school and 120 respondents. The results showed that the government had running errands coordination of development and preparation of materials and formulation of technical policy guidance Islamic boarding school. Also functions in the implementation of human resource development and education development, as well as facilitating the welfare of faculty, accreditation and curriculum. The agency has been able to carry out the role to improve the quality of education Islamic boarding school approximately 55.06% of the total in the Bireuen Regency. They are according to the needs of local Islamic boarding school, both aspects of the management, infrastructure, curriculum, and efforts to improve the quality of students, and all of that has not been done the maximum and not evenly distributed

Keywords: *Islamic boarding schools, Bireuen, traditional educational institution*

INTRODUCTION

Islamic boarding schools in Aceh is a traditional Islamic education institution that aims to guide students to have goodness human personality, to be the people who are useful to the nation and religion. Since the beginning of its existence is already very famous and influential in the development of education and culture of Islam, is the oldest Islamic educational institutions and deeply rooted in the people of Aceh. Viewed from a historical cultural, Islamic boarding school in Aceh can be considered as a training center that automatically become a legitimate Islamic cultural center. Through this education has produced a great scholar and the figures were very influential in the life of the wider community both nationally and internationally [1].

To date, there are 1.054 registered Islamic boarding schools in Aceh Province. The institutions include the Traditional Islamic boarding school and those from modern (Agency Islamic boarding schools Aceh Province, 2014). While the number of students who take this non-formal education throughout in Aceh are 259.312 peoples consist of 143.076 women and 116.236 men (Secretary General of Islamic Education Department of Religious Affairs, 2009). It is estimated that the number of students in the province will continue to increase in coming years, given the growing number of modern boarding schools and desirable communities in Aceh and Aceh Affairs. While the number of traditional Islamic schools in Bireuen Regency reached 73 units spread in various Regency by the number of students more

than 14.338 people, of which 53% will come from outside the Bireuen Regency [2]. It has become an important consideration in the determination of Bireuen Regency as the city of Islamic Students will be declared in 2018.

This traditional Islamic schools generally still maintain the traditional educational system which was inherited from the previous generation. The institute is mostly still managed by a leadership that when the is dead can be replaced by their children, or brothers and relatives. This is because traditional Islamic schools in Aceh are generally privately owned or foundations. These conditions gives rise to diversity of management, facilities, curriculum standard as well as human resources managers, and tends to affect the quality of graduates of Islamic boarding school itself.

In accordance Aceh regulation (*Qanun*) No. 5 of 2007 on the Organizational Structure and Work Procedure of Department, Institute of Technical Area, Institute of the Province of Nanggroe Aceh Darussalam, the government has a duty to develop and organize Institutions of Islamic boarding schools and to help its implementation that includes coaching curriculum, accreditation and facilitating the welfare of lecturers

Since the first of the traditional Islamic schools has become a strategic institution in the development of social, cultural, economic, and political at the regional and national scale. It is time for the government to give serious consideration to its sustainability existence this traditional Islamic schools. If all this Islamic boarding school can already exist, it would be greatest if supported by the government seriously. The agency is not just adding government work unit, but must actually perform the duties and functions concretely in improving quality.

There is unfair treatment by the government against the traditional Islamic boarding schools with formal educational institutions [3]. It was seen in the awarding of scholarships and incentives of teachers, facilities and infrastructure supporting teaching and learning process. However it is certain that the future of this institution is determined by the extent to which can formulate itself into an institution that is able to answer the demands of the future without losing its identity. Steps in this direction, it seems, has done through its accommodative attitude towards the development of modern technology continue to make religious studies as a reference everything. Adaptive ability Islamic boarding school on the times, it strengthens its existence as well as showing its superiority [4].

Based on the above problems, researchers motivated to conduct more in-depth study on "The role of government in improving the quality of traditional Islamic schools in Bireuen Regency". The objective is to determine the government's role to realizing a traditional Islamic boarding schools as the Institute of Islamic Education quality in Bireuen Regency.

METHODOLOGY

Location of studies is the government and traditional Islamic boarding school in Bireuen Regency from February to March 2015. The data provided in this study consist of: characters, words, schemes, and images. While this type of research is qualitative descriptive portrait of situation or phenomena that exist about the role of government in an effort to realize the traditional Islamic boarding schools as the Institute of Islamic Education Quality in Bireuen Regency.

Studies samples are government, leaders of Islamic Boarding School, teachers and students who have been determined by purposive sample. Thus, the sample is 15 of the 73 existing units Islamic Boarding School, 124 respondents from Islamic Boarding School and government.

Mechanical collection of primary and secondary data were used: (1) observation, a method used to be able to understand the reality intra subjective of social action and social interaction [5]; (2) The interview is a technique of collecting data through a question and answer with the respondent [6]; and (3) the study of literature, this study sought to obtain data and materials is conceptual is by studying the documents relevant to the subject of this study.

After the data and information relating to research material collected, performed data processing with qualitative techniques which include: (1) reduction, by class if in according to their importance to be able to reflect the purpose or the phenomenon of the problems that have been specified, (2) the presentation of data based on its classification to facilitate the analysis and interpretation [7].

RESULTS AND DISCUSSION

Juridical Aspects of Boarding School Education Development Agency

Boarding School Education Development Agency of Aceh was established in 2008, with the main task to guide the traditional Islamic schools in Aceh province. The legal basis is the Law on Governing Aceh (LOGA) No.11In 2006, Qanun5Year 2007 on Organizational Structure and Work Agency, Regional Technical Institute and the Institute of the Province of Aceh, as well as the Qanun No. 5 of 2008 on the Implementation of Education in Aceh. The agency is also working to improve the quality Islamic Boarding School, good infrastructure, curriculum, helping to change the management and quality improvement and empower students according to geographical location.

Boarding School Education Development Board was formed by Qanun of Bireuen Regency No.9 of 2012 on the Organizational Structure and Work Procedures Technical Institute Bireuen Regency. Position, tasks, functions, organizational structure and work system is supporting the development and education Islamic Boarding School with the task of implementing the special autonomy authority in coaching and education and public administration tasks as well as the development in accordance with the laws and regulations in force.

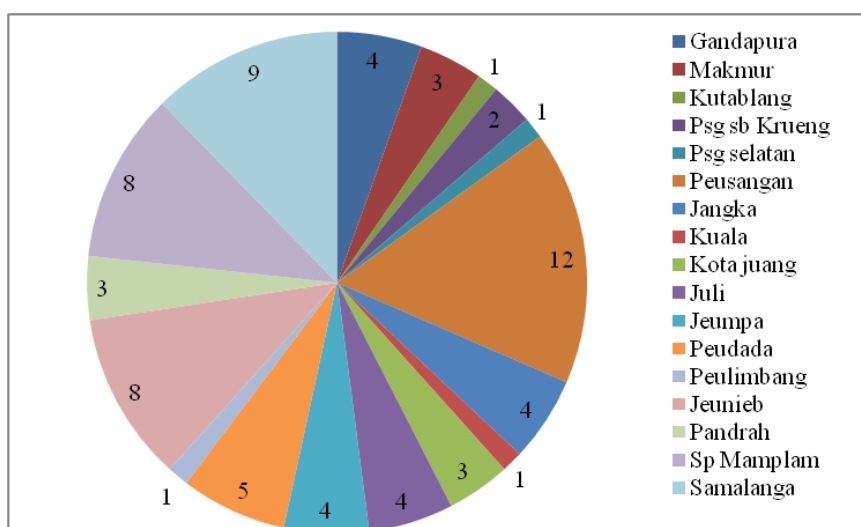


Figure1. Distribution of traditional Islamic schools in Bireuen Regency (Source: Government of Bireuen Regency, 2015)

The agency has several priority programs such as the formation and development Ma’ahad Ali, accreditation, improving the professionalism of management; and improving the competence of teachers. The presence of these institutions has been welcomed by scholars.

Because, before Islamic Boarding School are marginalized, both functionally that seemed still very traditional and structurally less attention from the government.

Objectives Governments and scholars in Bireuen Regency is to empower Islamic Boarding School maximally of administration, quality, management and financing. It is expected of the Islamic Boarding School will be stronger from the economic, administrative, management and quality, and accelerate the development towards the direction that has been set.

The Role in the Implementation of the Main Tasks

In accordance of Aceh Qanun No. 5 of 2007 on the Organizational Structure and Work Procedure of Department, Institute of Technical Area, Institute of the Aceh Province that the main tasks, functions and authority of the Agency for Development of Islamic boarding schools are as follows: (1) the technical development of education and teaching; (2) the implementation of the facilitation of productive economic activities; (3) facilitating the welfare of the teachers; (4) improving the quality of the resource; (5) monitoring, evaluation and reporting of the implementation of the Islamic boarding school education development; and (6) the coaching technical and operational units of the agency Islamic Boarding School.

The results showed that the primary tasks of the Agency for educational empowerment Islamic Boarding School Bireuen Regency has been able to be implemented and be some others can't be implemented. Among the main tasks of which have been realized is the role in the task of point 1, 3, 4, and point 5, other than it can't be implemented. The role was carried out through a variety of activities that unfold from interviews with respondents. They are; (I) training for students and teachers; (Ii) seminars and competitions for students; (Iii) facilitation of teachers' welfare; (Iv) the provision of books for, and (v) the coaching curriculum.

The results also revealed that the agency has been carrying out this role over approximately 55.06% of the entire traditional Islamic schools in Bireuen Regency. It was noted that 44.93% of respondents said they sometimes involved in these programs, not all teachers receive incentives from the government, and help books are not equally distributed to all Islamic Boarding School, too many books have been given is not in accordance with the needs.

Very real aspect of the curriculum is largely of traditional Islamic schools haven't received the coaching Islamic Boarding School agency. In this aspect it is very important to be able to improve the quality of students in the face of global competition [8].

In connection with it have also been conducted writing workshops and the development of information and technology (IT) for the 60 students who represent Islamic Boarding School in Bireuen Regency on 1 to 4 April 2015, the State Shoot a photo contest in 1001 Islamic Boarding School have raced as many as 65 photographs of the students.

In the year 2015 has also been conducting competition Musabaqah Qiraatil Kutub or technical reading yellow book. These programs aim to improve life skills for students of Islamic Boarding School and have pointed towards the positive impact. The Islamic Boarding School curriculum development that includes life skill competency can improve the quality of graduate students to compete nationally or internationally [9]. To improve the quality rather than Islamic Boarding School, necessary reforms in various aspects including the development of human resources, management development, and the development of information technology and economics. In addition, learning management, teaching and learning methodology, vision and basic education curriculum framework is very important to be reviewed and enhanced [10].

In the same year, Islamic Boarding School agency has helped fund the construction of 60 units (82.19%) than in the agency, that which has been according to the criteria set by the government. The average potential recipients proposed the construction of barracks or dormitory students, the rest of the construction of the secretariat office and toilet facilities. Among the Islamic Boarding School strategic quality improvement is the implementation of competition in the local, national or international, to build an adequate infrastructure for the learning process, especially classrooms, libraries and laboratories. [11].

The Role in the Function of the Islamic Boarding School Agency

According to the Aceh Qanun No. 5 of 2007 on the Organizational Structure and Work Procedure of Department, Regional Technical Institute, Regional Institute of Aceh, Aceh Boarding School Board that functions are: (1) the implementation of the administration; (2) Preparation of Annual Work Program, Medium Term and Long Term; (3) Preparation of Technical Policy of Development of Education Boarding School; (4) permit and public services; (5) the preparation of the draft of Qanun and a product of the Agency of Law at the Islamic boarding school.

The role of the functions that have been directly linked to the existence of Islamic Boarding School that has been successfully implemented is the preparation of annual work programs, medium-term and long-term; preparation of technical policy the coaching; gave permission permit and implementation of public service education development.

The workshop leaders Islamic Boarding School in Bireuen Regency has done every year. This activity has been going on for one full day on 21 September 2015 at the Central Office the Government of Bireuen Regency. This activity included 30 (41.1%) of the leadership to discuss management program Islamic Boarding School the next five years in Bireuen Regency. During 2015 have issued operating licenses to 60 (82.19%) Islamic Boarding School in Bireuen Regency. It showed that the agency is the average processing operational license as many as five documents per month. They are not new, but has a very long operational but not yet equipped with the administrative requirements according to the provisions required by the government.

The Role of the Islamic Boarding School Agency in Implementation of the Authority

Based on Aceh Qanun No. 5 of 2007, on the Organizational Structure and Work Procedure of Department, Regional Technical Institute, Regional Institute of Aceh. It is known that some of the powers of the agency Islamic Boarding School are:

- 1) Develop and maintain than the type, line and level of education Islamic Boarding School add local content in the curriculum.
- 2) Develop and maintain the agency Islamic Boarding School.
- 3) Establish policies on admission of students from the minority community, backward and or disadvantaged.
- 4) Provide assistance to Islamic Boarding School books.
- 5) Assist the implementation of the Islamic Boarding School, including curriculum the coaching, accreditation and facilitation of teachers' welfare.
- 6) Conduct training, upgrading and cooperation in order to improve the quality of teachers.
- 7) Implement education and training education and teaching Islamic Boarding School.

- 8) Conduct an inventory of assets and its existence Islamic Boarding School.
- 9) Allocating human resources in the field of education potential Islamic Boarding School.

The results have been aware that it Islamic Boarding School Agency has conducted a race or seminars for students and teachers to improve the quality, provide books and teachers' welfare facilities assistance. The goal is to increase human resources, teacher welfare of the Islamic boarding school. But not all have this support, and improving the quality of students is often not suited to their needs.

It is known that many teachers in traditional Islamic schools work sincerely without being paid labor or wages. The teacher usually also still a class and students, but only experience has been much higher. From these explanations, the welfare of teachers is still very alarming. Agency Islamic Boarding School only provide assistance in the form of supporting teaching books and selective incentives once a year. The agency has not been able to promote the quality of education Islamic Boarding School properly.

To improve the governance and management Islamic Boarding School, has conducted a comparative study during the week for 12 (16.43%) leaders Islamic Boarding School to Pattani, Thailand and some states in Malaysia. Comparative goodwill was carried out in the hope of absorbing knowledge about management and can be applied in place of each. The Islamic Boarding School management must be a concern education experts, governments, communities, and the manager of education to increase it on par with other educational institutions such as schools, madrasah, and other colleges [12].

DISCUSSION

History has revealed that Islamic boarding schools have a very significant role for the people of Aceh, namely as a center for the development of the science of religion, as a bulwark against the occupation, bring figures of development and as an educational institution for the community.

There are two forms of Islamic Boarding School in Bireuen, they are traditional and modern (integrated) Islamic boarding school. Generally found in this area is a traditional Islamic boarding school. it is known that 39 (53.42%) of 73 Islamic boarding school in Bireuen Regency, has received a certificate of accreditation, while others do not meet the conditions set by the government. This is because the government in Bireuen Regency has not been able to establish maximum and evenly to each of the Islamic boarding school that has been there. There are many among the Islamic boarding school was not accredited, so it needs serious attention from the government in order to make accredited and Islamic institutions have qualified and able to compete with government schools.

During this time Islamic Boarding School Agency has developed a standard curriculum for each classification according to the education level, respectively, but have not been fully implemented. Most of the curriculum is fully handed over to the respective institutions. Regarding the funding system and the welfare of teachers, has not been patterned with fine, even for their own operational costs only rely on donations from the community participating to its existence. On the other hand, traditional Islamic Boarding School in general education free of charge. More ironically, the teacher they do not demand to be paid his salary. Generally teachers only teach with sincerity and without expecting anything besides party of them is still status as students.

Has become imperative the government through the Islamic Boarding School duty as it should, to help improve the quality of teachers and improvement of their lot so that it

becomes a better quality education. Coaching of the curriculum and training and education to students and teachers, have the means and infrastructures capable of supporting Islamic Boarding School education to gain accreditation and be able to become a qualified Islamic educational institutions.

CONCLUSION

Boarding School Agency has given a role in execute common tasks of government, development and coordination of the preparation of materials and formulation of technical policy the coaching Islamic Boarding School, their function is the implementation of an increase in human resources and education development, as well as facilitating the implementation of the welfare of teachers, accreditation and curriculum. They have to realize the traditional Islamic boarding school in Bireuen Regency as an Islamic educational institutions are of high quality, but has not been implemented optimally and evenly. Among the roles it is according to the needs of local Islamic Boarding School, both aspects of the management, infrastructure, curriculum, and efforts to improve the quality of students.

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