

# STUDIA ISLAMIKA

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THE RUPTURE OF YOUNG MUSLIM  
INTELLIGENTSIA IN THE MODERNIZATION  
OF INDONESIA

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MEDIA AND ISLAMISM  
IN POST-NEW ORDER INDONESIA:  
THE CASE OF *SABILI*

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Document

## Improving Teaching Standards at Islamic Shools

Didin Syafruddin

*The quality of teaching staff at Islamic schools — in comparison to the teaching staff at schools under the Ministry of National Education (MONE) — are generally way below the standards required of modern education institutions. A recent research project carried out by the Center for the Study of Islam and Society (PPIM) UIN Jakarta, in cooperation with the Center for Quality Development and Assurance (CeQDA) and the Learning Assistance Program for Islamic Schools (LAPIS). This study was conducted in the framework of dealing with such a problem.*

*The main purpose of this research project is to examine the implementation of Islamic Primary Teacher Education (IPTE) programs in Islamic higher education institutions in Indonesia (i.e. UIN/IAIN/STAIN). More specifically this study seeks to look more closely at such issues as:*

- *Policy development of IPTE*
- *Orientation of academic and institutional development of IPTE UIN, IAIN, and STAIN. This includes examining institutional capacity, financial resources, networks, and stakeholders.*
- *Academic standards, the student selection system for IPTE (including the number of student enrollments and admissions), the gender ratio (of both students and teachers), and the educational and socio-economic background of the students' parents.*
- *Levels of satisfaction amongst teachers.*

The study also looks at other important issues related to the IPTE program including the educational level of lecturers, lecturer's professional competence, lecturer-student ratio, and salaries.

To achieve the aims of the study, the research team assessed the nature of existing conditions by taking a small sample of individuals involved in the IPTE program. The study was carried out in 15 institutions, consisting of three UINs (Jakarta, Malang, and Bandung), seven IAINs (Makasar, Padang, Aceh, Palembang, Riau, Serang, and Mataram) and five STAINs (Palangkaraya, Cirebon, Tulungagung, Purwokerto, and Salatiga). The respondents for the study came from five groups: deputy rectors (15), heads of the IPTE program (15), lecturers (75), students (150), and heads of Islamic primary schools (15).

The research finding show that IPTE has a great deal of growth potential because of the large number of students, which is growing rapidly from year to year. The development of the IPTE program is of strategic importance for MORA because of the increasing demand for Islamic Primary School (Madrasah Ibtidaiyah) teachers from MORA, and further because the development of the program will have a huge impact on the development of Madrasahs in general.

The study also indicates that the IPTE program being managed in a manner that is far from professional. First, it was found that there is no clear policy and planning from MORA in developing and advancing this program. The existing policy is typically ad hoc, and MORA has failed to institute policies which would regulate curriculum content, ensure minimum standards of lecturer competence, and guarantee proper administration practices. Second, this program is designed to produce alumni who can become teachers in Madrasah Ibtidaiyah, however the curriculum does not properly meet the needs of such teachers, with only 17% of the content being deemed relevant. Third, the competence of the lecturers is not standardized and not based on particular lecturer training like in the Indonesian Education University (UPI). The lecturers are also mismatched, meaning that they do not teach subject matter that is relevant to their specialization.

Based on the above findings, the research team provided the following recommendations:

1. MORA must design a long term policy that specifically regulates the implementation of the IPTE program including the contents of the curriculum and ensures that lecturers have a minimum standard of qualifications.
2. MORA must provide a technical guideline for the ongoing development of IPTE.

3. *MORA must facilitate a periodical forum between heads of madrasahs and faculties of Tarbiyah to discuss strengths, weaknesses, opportunity and threats to madrasah and tarbiyah (education) programs.*
4. *LAPIS must provide technical assistance for MORA to help it develop and advance the education of Islamic primary school teachers in particular and madrasahs in general, both academically and institutionally.*
5. *LAPIS and MORA facilitate a workshop for Islamic primary school staff and teachers to discuss: (1) new theories about teacher education for primary school, and (2) good and bad experiences of those involved in the Islamic Primary School Teachers program (PGMI).*
6. *Finally, LAPIS and MORA facilitate an academic publication (e.g. journal, newsletter, or bulletin) related to the running of the PGMI academically and institutionally.*