
ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM AT UIN SYARIF HIDAYATULLAH AND UIN SUNAN GUNUNG DJATI

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Abstract

This study aimed to depict the educational process in the Islamic Religious Education Study Program (IRESP) at Islamic States Universities (UIN) of Jakarta and Bandung, such as the recruitment of students, educational process, and their graduates. This study was conducted with a qualitative approach. Data collection techniques used were document study, Focus Group Discussion (FGD), in-depth interviews, and observation. The study concluded: 1) IRESP's student recruitment system did not produce students with ample basic competences as teacher candidates such as mastering Arabic, teaching materials, and reading and writing the Koran. The recruitment system also ignored the interests and talents of being a teacher. 2) The educational process of IRESP had not been maximized and effective, such as writing papers, Field Experience Program (*Program Pengalaman Lapangan/PLP*) 1 and 2, and peer teaching. Teaching practice of the students was still minimal. Besides, Teacher and Teaching Staff Training Institutions (*Lembaga Pendidikan Tenaga Kependidikan/LPTK*) did not have laboratory schools where the students can practice teaching. 3) Graduates of the Islamic Education Departments generally became honorary teachers even though they did not have teaching certificates. Public and private schools or madrasas recruited teachers without the requirement of teaching certificates. This was UIN's reason for neither immediately designed a pre-service Teachers' Professional Education (*Pendidikan Profesi Guru/ PPG*) curriculum nor carried out in-service PPG till now. 4) LPTK had already standard microteaching rooms, the lecturers of LPTK had met the minimum requirement, and learning had used an active approach.

Keywords: recruitment; LPTK; IRESP; professional teacher; graduates

Abstrak

Penelitian ini bertujuan menganalisis proses pendidikan di Prodi Pendidikan Agama Islam (PAI) di Universitas Negeri Islam Jakarta (UIN) Jakarta dan Bandung, seperti perekrutan mahasiswa, proses pendidikan, dan lulusan. Penelitian ini dilakukan dengan pendekatan kualitatif. Teknik pengumpulan data yang digunakan adalah studi dokumen, Focus Group Discussion (FGD), wawancara mendalam, dan observasi. Studi ini menyimpulkan: 1) sistem rekrutmen mahasiswa PAI tidak menghasilkan mahasiswa dengan kompetensi dasar yang cukup sebagai kandidat guru seperti menguasai bahasa Arab, bahan ajar, dan membaca dan menulis Alquran. Sistem rekrutmen juga mengabaikan minat dan bakat menjadi seorang guru. 2) Proses pendidikan PAI belum maksimal dan efektif, seperti menulis makalah, Program Pengalaman Lapangan (PLP) 1 dan 2, dan peer teaching. Praktik mengajar mahasiswa masih minim. Selain itu, Lembaga Pendidikan Tenaga Kependidikan (LPTK) tidak memiliki sekolah laboratorium tempat mahasiswa dapat berlatih mengajar. 3) Lulusan PAI umumnya menjadi guru meskipun mereka tidak memiliki sertifikat mengajar. Sekolah atau madrasah negeri dan swasta merekrut guru tanpa persyaratan sertifikat mengajar. Ini adalah alasan UIN tidak segera merancang kurikulum Pendidikan Profesi Guru (PPG) pra-jabatan Guru atau melaksanakan PPG dalam jabatan sampai sekarang. 4) LPTK memiliki ruang microteaching yang sesuai standar, dosen LPTK telah memenuhi kualifikasi, dan pembelajaran menggunakan pendekatan aktif.

Kata kunci: rekrutmen; LPTK; Prodi PAI; guru profesional; lulusan

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Introduction

Quality graduates are produced from a quality selection and learning process. Student candidates of faculties of teachers' training should have teaching talents. The faculties also ought to provide laboratories and dormitories where the competence of prospective teachers could be nurtured. Hence, the graduates are ready to become professional teachers.

One of many factors influencing the quality of Islamic education teachers was the poor selection of students entering teacher training institutions. Most teacher training institutions did not have a microteaching laboratory equipped with the multimedia tools to provide prospective teachers with training in modern teaching skills. In addition, most teacher training institutions did not collaborate with local schools or developed their own laboratory schools as training facilities for their training and education participants (Oxford Policy Management, 2013).

The research conducted in 2010 by the Research and Development Center of the Ministry of Religious Affairs showed that, solely in Jakarta, Islamic education teachers only mastered 68.5% of the materials. Moreover, 442 *LPTK* had diverse qualities. The departments obtained accreditation A were only 7 per cent. Those with accreditation B were 35%; C was around 23% and those unaccredited were also 35%. The average score of Teachers' Competence Test (*Uji Kompetensi Guru/UKG*) is far below the standard. In 2015, the average was only 53.02, while the target score was 76. The average professional score was 54.77 and the pedagogic competence was 48.94.

There were at least three reasons why *LPTK*, including IRESP, must improve themselves. Firstly, a policy change that graduates of teacher training faculties should not automatically obtain teaching certificates (Certificate 4); teacher candidates could be filled by non-teacher training faculty graduates; and after completion of their undergraduate education, graduates of teacher and non-teacher training faculties were to take *PPG* in order to become teachers.

Secondly, the era of the industrial revolution 4.0 and disruption marked by advances in technology and the internet had an impact on education—the way we teach and learn. Therefore, teacher candidates need master information technology to keep updated with recent advances. Third, some research results showed that campuses were exposed to radicalism. Lecturers and students are indicated disapproving *Pancasila* as five bases of the country; supporting the caliphate; being intolerant and immoderate; disrespecting religious differences and views; and promoting radicalism.

There was no research examining the recruitment and the learning processes of IRESP's students. Some of the results of research available in this field were as follows. Only some lecturers had sufficient knowledge about e-learning applications. On the contrary, most of the students understood the application of e-learning well. On the aspect of use of e-learning applications, some lecturers admitted the difficulties in implementing e-learning, yet, the majority of students acknowledged that it was easy to implement e-learning (Alimron, 2019); there was a positive relationship between the competence of prospective Islamic religious teachers and job demands (Wasita, 2019).

Based on the background and findings aforementioned, it was necessary to conduct a study related to IRESP at *UIN* of Jakarta and Bandung in response to policy changes, the era of

industrial revolution 4.0, and some current issues. The selection of these two campuses was due to the reputable accreditation of their study programs, A.

Method

This study was conducted with a qualitative approach. The data were collected from document study, Focus Group Discussion (FGD), interviews, and observation. Interviews were conducted with 17 respondents, 7 from *UIN* Jakarta and 10 from *UIN* Bandung, from the dean and head of departments to the lecturers. The data were processed and analyzed using qualitative analysis, i.e. triangulation techniques, where the data from literature studies were reviewed and synchronized with the data from an FGD, in-depth interviews, and observations. The data then were processed through data reduction, presentation, drawing conclusions, and verification. Data reduction was conducted to discard unnecessary data, sharpen, classify, direct, and organize the important data in such a way that final conclusions could be drawn and verified. The targets of this research were *LPTK* of *UIN* Syarif Hidayatullah Jakarta and *Sunan Gunung Djati Bandung*.

Results and Discussion

The quality of graduates depended on inputs and processes, namely facilities, curriculum, lecturers, and students. *LPTK* needed a change, i.e. 1) to increase their capacity; 2) to strengthen their effectiveness and efficiency of administration; and 3) to change the educational bureaucracy in the implementation of the Teachers' Professional Education program. All of these things led to the need for repositioning and reconstruction of a new orientation towards the development of *LPTK* (Joni, 2006). Based on research findings in IRESP at *UIN* Jakarta and *UIN* Bandung education faculties, the following aspects can be analyzed.

Input

Facilities

LPTK had already standard microteaching rooms. There were recording devices. The students practiced teaching there. Ideally, microteaching should not be carried out on campus, but at laboratory school of the teacher training faculty (Tanenji, 2019).

Every *LPTK* must have laboratory schools. Thus, (college/university) students could teach pupils, not their fellow students. Teaching (real) pupils would obviously have a different impact. Learning will take place naturally. The class atmosphere shows a real learning atmosphere, not artificial. *UIN* Jakarta and *UIN* Bandung did not have laboratory schools so they did not produce new findings in educational or learning innovations. Peer teaching can be defined as putting students on the role of teacher or tutor who presents fully a new intellectual and social challenge that must be met to ensure that role can run smoothly (Metzler, 2000; Haris, 2018).

The problem was the number of students of *LPTK* was so large so it was hardly accommodated by the laboratory school. *LPTK* did not only consist of IRESP (Sururin, 2019). This required *LPTK* to collaborate with reputable schools. So far, there had been collaboration with schools for the educational practice of students, yet the quality still varied. The faculties had

computer laboratories where students could learn SPSS and Photoshop. The students of LPTK needed to be equipped with skills that support their instruction. The skills in operating computers and certain applications that facilitate the work of teachers needed to be taught.

Lecturer

The lecturers of LPTK had met the minimum requirement, i.e. master's degrees, and even had doctorates and professorships. Their performances were considered good by the students. The competence of lecturers in foreign languages was good. Some wrote scientific articles and books. The problem was that there were no lecturers demanded the students to study hard, such as writing papers or citing references in a foreign language or conducting mini-research with the aim of finding new methods in the learning of Islamic religious education, for instance.

Therefore, lecturers must evaluate paper-based teaching methods that have proven to be ineffective. Supposedly, paper assignments improve students' writing and research skills. Research Chetty, et al. (2019), concluded that teaching styles have significant impacts on students' learning styles and academic performances.

According to Abdullah (2017), Islamic higher education was an alternative in educational innovation and transformation, both in materials and methodologies. In Islamic jurisprudence (*fiqh*), for example, the students were taught to review the diverse cultures of the archipelago according to Islam. According to Kamaruzzaman Bustamam-Ahmad (2015), religious education was an inseparable part of Muslim culture.

Curriculum

The curriculum of IRESP could be summarized into theoretical and practical courses. They were face-to-face encounters in the classroom and school visits. The course materials of IRESP were too broad (Ujang, 2019) so it needed the mapping of students' specialization, i.e. the Koran, Hadith, (*aqīdah*), morals (*akhlāq*), history, or Islamic jurisprudence (*fiqh*). Specialization programs must be carried out in the early semester (Haris, 2019; Jamal, 2019).

In terms of praxis, campus should have a laboratory school and design practices in schools that enable students to learn from senior teachers about good learning practices — not just to replace teaching teachers (Farid, 2019). Existing instructional practices needed to be evaluated so the impact would be better for students (Sururin, 2019).

Teaching practice in schools was still needed even though there was a PPG program after graduation. In fact, there were many IRESP graduates who taught even though they did not yet have teaching certificates. Asril (2013) stated, "Field Experience Program (*Program Pengalaman Lapangan/PPL*) is a training activity to apply various knowledge, attitudes, and skills in the learning process comprehensively and integrally."

The curriculum of the Departments ought to be suitable for the needs of schools and communities. In preparing curricular evaluation, the campus should involve schools so they are in line with schools' needs (Cecep, 2019; Aan, 2019). The campus might involve schools and their users when developing the curriculum, yet the scientific and technological advance demanded them to be flexible and adaptive in applying the curriculum. The campus faced difficulties in dealing with a curricular change, i.e. the online system, as it required a complex and yet fast

process in its application as what happened to *UIN Jakarta*. This was contrary to the digital principle which should be easier and faster.

Students

IRESP's input (students) was still weak in foreign languages, mastery of religious contents, and teaching talents. Arabic is the language used in the Koran, hadith, and books about religious contents. English is required for schools that use bilingual learning. At present, the need for religious teachers with good English is overwhelming. The weakness in the aspect of IRESP's contents was due to the students' backgrounds, i.e. they came from vocational and high schools, not from madrasas or pesantren. Even though it was not a guarantee that alumni of madrasas and pesantren will master the contents very well, they will still be better than vocational and high school alumni. IRESP content test was required for prospective students.

The student recruitment system of LPTK did not cover teacher talent testing. Students should have not just want to be teachers only, but also had the talents to become teachers. They chose the faculty of education as the first alternative not the second one or because they failed in other faculties. Besides of course, students of LPTK must have been the best students in a school or madrasa. According to Sofyan (2016), LPTK were expected to measure the interest of prospective students to become teachers.

For those who were weak in foreign languages, they should have taken matriculation of foreign languages for one or two semesters. If not, at the time of selection it was required to have a minimum TOAFL and TOEFL score of 500. This was very likely to be happened because the interest in LPTK was very high. All depended on the will of the rector. Even the input of students was recommended to memorize two or three chapters (*juz*) of the Koran (Ifan, 2019). Entrance tests for state universities were usually carried out simultaneously throughout Indonesia. The factors of readiness according to Slameto (2010) were: (1) physical, mental and emotional conditions; (2) needs, motives and goals; and (3) skills, knowledge and other understandings that have been learned. Hamalik (2009) stated, "Readiness is a state of students' capacity in relation to certain teaching goals." According to Djamarah (2008), the readiness of learning resources was the existence of materials that could be learned or worked in the forms of reading books, notes, and questions, so they could help students' readiness to take the examination.

Graduation Certificate (Surat Keterangan Lulus/SKL)

Besides mastering the materials in accordance with religious subjects both in schools and in madrasas, the graduates could also master pedagogic or knowledge on how to deliver the materials and evaluate them. The competency standards of graduates, in addition to master the contents and teaching methods, must also have had spirituality, humanity, and good character (Endang, 2019; Ujang, 2019; Aan, 2019; Jamal, 2019; and Irfan, 2019), ICT or technological literacy (Cecep, 2019), and entrepreneurship. Students must have had the skills to read, analyze, and process digital information (Badruddin, 2019). Students must also have had the ability to read and write the Koran (Cecep, 2019).

The professionalism of teachers could implicitly be seen from the following indicators: mastering education principles, mastering teaching materials, designing teaching programs, and assessing the learning processes and results that had been implemented (Usman, 2006; Hamalik,

2007). Teachers must have mastered academic contents and been proficient in teaching practices (Noeline, 1999).

Teaching and learning is a very important process in education. The result of education is frequently determined by the success of teaching and learning process. It implied that teachers had to have the skills related to teaching and learning process (Baharudin, 2008). In learning process, there were students who were able to comprehend the materials well; on the contrary, others who could barely comprehend them. This difference motivated teachers to arrange learning strategies in line with the condition of each student (Djamarah, 2006).

Character could fill the lack of cognitive and psychomotoric aspects. Nevertheless, knowledge and skill could not necessarily cover weaknesses in aspects of attitudes and behavior (Hasanah, 2019). Character is important because the teacher does not only convey knowledge, but also shapes attitudes and behaviors. The characters should be possessed by teachers such as discipline, creativity, responsibility, honesty, and patience.

Character building is not only in primary and secondary education, but also in tertiary ones. According to As'ad (2015), madrasas were suitable for Islamic character education without having to ignore the academic needs in facing global challenges. The character of an educator was indispensably essential as Asrori (2016) argued that religious education must have showed that the interfaith common enemy was not religious differences, but poverty, corruption, violence, and ignorance. They must have been fought as a common enemy.

Van Leeuwen (2019) wrote, "Being a teacher is about moral purpose, about commitment to making a positive difference in people's lives. And that commitment is on display every day around the world. But too often, teachers are boxed in situations that reduce them to content-delivery agents and test-score attendants rather than educators." Educational science might enable teachers to understand well students' talents, transfer knowledge in diverse and appropriate methods, and be able to foster students' diverse talents. The teacher should understand that all students were special and had excellence in their respective interests and fields.

Only had the teacher good digital literacy, the flood of information in this digital era would be beneficial. The teacher was to be able to read, analyze, and process a lot of information into something new. The teacher should have had a critical and creative culture in dealing with today's abundant information, both in oral and written forms. Campbell and Groundwater-Smith (2007) proposed, "Another aspect of dealing with the digital world is its capacity to yield up information at any time and in any place, providing a course that has access to technology and capacity to use it."

Undergraduates generally craved for the status of Civil Servant (*Pegawai Negeri Sipil/PNS*) teachers. Very few or even none wanted to be an entrepreneur. That was the result of our education for 16 years, starting from an elementary school to college. The salaries of honorary teachers were quite low. Yet, without becoming a civil servant, teachers who had an entrepreneurial spirit would be able to exploit their potential and talents in the field of education for welfare.

Becoming a professional teacher through writing or research for school projects and/or on teaching and learning process would bring rewards and fortune. The government, regional

governments, and business enterprises must have provided aids to teachers who did best practices in education. Entrepreneurship was not always synonymous with running a business, yet the creative and innovative spirit of teachers in the fields of education and learning, and so was of the principals and supervisors.

IRESP' students were weak in reading and writing the Koran. It was the impact of student admission through joint entrance test. Even though there was a program for Religious Practices and Koranic Recitation (*Praktik Ibadah dan Qira'at/PIQI*) in LPTK or on UIN campus, it would not help if Koranic literacy was not an entrance requirement like TOEFL and TOAFL. Lecturers were to give a score that showed real students' abilities to read and write the Koran and to practice daily worship.

Process

Face-to-face learning in IRESP used discussion (method) of a paper written by a group or individual. In general, lectures used this method. Learning had used an active approach (Dindin, 2019). Students wrote papers with references from books and journals. The papers were discussed with their fellows. Lecturers, meanwhile, acted as facilitators. Yet, students were suggested to use the Islamic classic books (*kitab kuning*) as references (Badruddin, 2019).

This method trained students' writing, critical thinking, and communicative skills. The problem was there is no quality control of the papers, and whether all students in the group contributed equally in reading the sources and writing the paper. If there was no plagiarism test, the possibility was then very big as the students can easily get their papers on the internet. According to Murray (2002), "There is no gray area: if you use someone else's writing, word-for-word in your own text, then that is plagiarism, whether you reference the writer or not."

A product of this failed method of paper writing and book analysis is low quality theses (*skripsi*). Although not all students were gifted with good writing skill, but they have been trained to write well for seven semesters. Almost all courses used paper writing (method). Furthermore, the weaknesses of students' theses were in substance and technical aspects.

The method of debate about the contents of the paper was also ineffective since the students lacked preparation and a weak question-answer tradition. According to Salim (2015, p. 97), imperfect debate formats made it difficult to identify the contribution of students as individuals and teams so they needed to be more carefully prepared.

Islamic Education Departments' students learnt instructional theories and practices in the classroom. They learnt to design lesson plans and learning media, and were introduced to various learning methods and assessment. Learning was also enhanced to develop a variety of new teaching methods (Ujang, 2019).

After having followed those courses, the students practiced teaching on microteaching and at schools (field practice). Although it was not compulsory, sometimes some schools asked students to substitute one of their teachers to teach. In the Community Service Program (*Kuliah Kerja Nyata/KKN*), students sometimes taught in the mosques, schools, or madrasas.

In the Field Experience Program (*Program Pengalaman Lapangan//PPL*), the role of tutor teachers was very important. As senior teachers, they were expected to be able to share their

teaching experiences with students, from the preparation of learning materials and media to teaching techniques in the classroom (Musfah, 2018a).

The teachers must have guided them well and sincerely — not felt burdened by their presence. School selection must have been based on well-defined standards. Campus should have built good communication with partner schools in order to share a common understanding of the importance of the internship period for prospective teachers (Musfah, 2018b). A good school culture could be taken into consideration by the campus in choosing a school for collaboration. According to Abdullah (2019), schools with an established culture had better academic and non-academic achievements. Research by Amiartuti Kusumaningtyas and Endang Setyawati (2015) shows that teacher competence greatly influences their performance.

PPG for educational and non-educational undergraduates changed the curriculum of the educational faculties, especially in the field practice to school. Formerly, students taught at schools, replaced or assisted senior teachers for four months, but currently students only knew the learning practices, administration, and school's environment. Students were simply introduced about the schools' or madrasahs' things. Although pre-service *PPG* was unclear at *LPTK* but the students' field practice eliminated the teaching practices that had been applied previously. The program which was considered good was removed due to the pre-service *PPG*. *LPTK* at *PTKI* only held an in-service *PPG*, but did not yet held a pre-service *PPG*. On the other hand, *PPG* has not been fully effective. Badrun Kartowagiran's research (2011) on 548 certified teachers in Sleman Regency shows that the post-certification performances of the majority of professional teachers are not satisfactory yet, shown by the fact that of the 17 indicators, 7 indicators are good and 10 other indicators are fair.

Output

The majority of *IRESP*' graduates worked as teachers and a few worked in banks and governmental offices. The majority of graduates became teachers even though they did not yet have teaching certificates (Haris, 2019). They could also become teachers of all religious subjects while *Ushūluddīn* and *Syarīah* Departments' graduates could not (Priyatna, 2019). Many public and private schools and madrasahs accepted teachers without teaching certificates.

As explained earlier, the weaknesses of *IRESP*' graduates were mastery of foreign languages, scientific paper writing, and mastery of contents (Priyatna, 2019; Badruddin, 2019). The rector had often been suggested that the student admission system must have changed and adapted so that the campus could get good inputs in the aspects of religious contents and foreign languages, but so far there had not been a positive response. Few alumni could become teachers in reputable bilingual schools and madrasahs. Those accepted there as teachers were alumni of modern Islamic boarding schools (*pesantren*) and favorite madrasahs. Being a teacher over there was assumed to be correlated with welfare.

Professionalism could be defined as the commitment of professional members to improve their professional abilities and continuously develop learning strategies (Danim, 2002). Teacher competence was acquired both while in *LPTK* and after being a (professional) teacher through lifelong education. Therefore, schools were responsible for developing teachers' competencies simultaneously. Nevertheless, the starting point of the ability of prospective teachers must have

been good. Inputs and processes carried out by the faculty of education must have been quality-oriented so that competent teacher candidates were to be born. What schools do related to sustainable development was necessary as a result of the changes in knowledge and technological advances and demands of society.

From the previous explanation, there were weaknesses in the recruitment of prospective students that ignored their talents and interests of being a teacher. This teaching talent is important because the teacher's task is very heavy, i.e. developing students' knowledge, skills, and attitudes. This task requires special intelligence and talent that not everyone can possess.

Conclusions

From the results and discussion above, this study would like to conclude in four key findings. First, the recruitment system of IRESP' students did not produce students whose basic competencies as prospective teachers of Islamic Education such as mastering Arabic and other materials like reading and writing the Koran. The recruitment system also ignored the interests and talents of being a teacher. Second, the educational process in IRESP had not been optimum and effective both in terms of the theory and practice, such as writing papers, *PLP 1* and *PLP 2*, and peer teaching. Teaching practice of the students was still minimal. The campuses also did not have laboratory schools where students could practice teaching. Third, IRESP graduate generally became honorary teachers even though they did not have teaching certificates. Public and private schools and madrasas recruited teachers without the requirement of teaching certificates. This was the reason of *LPTK* not immediately designed a pre-service *PPG* curriculum nor carried out in-service *PPG* up to present. Fourth, *LPTK* had already standard microteaching rooms, the lecturers of *LPTK* had met the minimum requirement, and learning had used an active approach.

Besides the above conclusion, this study also would like to offer some suggestion beneficial for relevant stakeholders, e.g. to the university, the faculty, and other collaborating stakeholders as presented in the next section. First, the student recruitment system of *UIN* had better adapt to the basic competency needed by each department, such as foreign languages, pedagogy, and professionalism so as to produce professional and competent teacher candidates. Second, *LPTK* must have laboratory schools for students' teaching practice. Third, the educational systems of *PPG* and *UIN* ought to have dormitories for character-building of prospective teachers. Fourth, the specialization of IRESP' students should be carried out since the first or third semester. Fifth, *LPTK* must collaborate and cooperate with reputable schools and madrasas. Sixth, the government and private schools must require teaching certificates for acceptance of their teachers.

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