



**Policy Evaluation of Regulation Number 1429 of 2012  
Concerning Arrangement of Study Program in the Islamic Religious  
College and Its Impact on PAI Study Program in IAIN Central Java**

**Agus Retnanto**  
IAIN Kudus, Kudus, Indonesia  
agusretnanto@iainkudus.ac.id

**Abdul Karim**  
IAIN Kudus, Kudus, Indonesia  
abdulkarim@iainkudus.ac.id

***Abstract***

*The purpose of this study was to evaluate the implementation of Islamic Education Regulation Number 1429 of 2012 concerning Study Program Arrangements in Islamic Religious Colleges and their implementation at the Islamic Education Study Program, Faculty of Tarbiyah, Institut Agama Islam Negeri (IAIN) in Central Java, namely Islamic Education Study Program (PAI) and Education Management Study Program Islam (MPI). This research is field research which using qualitative data. The results of the study found four main problems, namely: (1) Policy of Faculty of Tarbiyah at IAIN in developing PAI into the PAI Study Program and MPI Study Program; (2) The efforts of Faculty of Tarbiyah IAIN in developing the Islamic Education Study Program became the PAI Study Program and MPI Study Program; (3) Supporting factors and obstacles faced by Faculty of Tarbiyah, IAIN in developing the Islamic Education Study Program into PAI Study Program and MPI Program Study at Faculty of Tarbiyah IAIN; and (4) Impacts faced by the Faculty of Tarbiyah IAIN and Islamic Education Study Program in developing Islamic Education Study Program into the PAI Study Program and the MPI Study Program of the IAIN Faculty of Tarbiyah.*

**Keywords:** Policy Evaluation; PAI Study Program ; Islam Regulations

### Abstract

Tujuan penelitian ini adalah untuk mengevaluasi implementasi Peraturan Pendidikan Islam Nomor 1429 Tahun 2012 tentang Pengaturan Program Studi di Perguruan Tinggi Agama Islam dan implementasinya di Program Studi Pendidikan Islam Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Jawa Tengah. yaitu Program Studi Pendidikan Islam (PAI) dan Program Studi Manajemen Pendidikan Islam (MPI). Penelitian ini merupakan penelitian lapangan yang menggunakan data kualitatif. Hasil penelitian menemukan empat permasalahan pokok, yaitu: (1) Kebijakan Fakultas Tarbiyah di IAIN dalam mengembangkan PAI menjadi Program Studi PAI dan Program Studi MPI; (2) Upaya Fakultas Tarbiyah IAIN dalam mengembangkan Program Studi Pendidikan Agama Islam menjadi Program Studi PAI dan Program Studi MPI; (3) Faktor pendukung dan kendala yang dihadapi Fakultas Tarbiyah IAIN dalam mengembangkan Program Studi Pendidikan Agama Islam menjadi Program Studi PAI dan Program Studi MPI Fakultas Tarbiyah IAIN; dan (4) Dampak yang dihadapi Fakultas Tarbiyah IAIN dan Program Studi Pendidikan Islam dalam mengembangkan Program Studi Pendidikan Islam menjadi Program Studi PAI dan Program Studi MPI Fakultas Tarbiyah IAIN.

**Kata kunci:** Evaluasi Kebijakan; Program Studi PAI; Regulasi Islam.

#### A. Introduction

The ASEAN Economic Community (AEC) was formed by members of the Association of Southeast Asian Nations (ASEAN) in 2015 (ASEAN, 2008). The AEC blueprint contains a strategic work plan towards the establishment of ASEAN economic integration. One of them is the single market and production base of free trade flows in the goods, services, investment, skilled workers and capital sectors (KADIN, 2017). Indonesia is only ready in political security and socio-cultural fields (Triyonggo et al., 2017). This is due to the low quality of

Indonesian human resources (Usman, 2016) as reported by the Human Development Index that Indonesia's human resource position is ranked 121 out of 187 countries in 2012. At the ASEAN level Indonesia is in the position of 6 in 2006, under Singapore (24), Malaysia (66), Thailand (86), Brunei Darussalam, and Philippines (105) (Winoto, 2009). According to data from the United Nation Development Program (UNDP), the average length of schooling in Indonesia is 5.8 years which is below Singapore (10.1 years), Malaysia (9.5 years), Philippines

(8.9 years), Brunei Darussalam (8.6 years), and Thailand (6.6 years). In addition, Indonesia is still faced with various obstacles such as government policies regarding the school rayon system which have been polemic since 2018. Likewise, the government's attention to the welfare of teachers and lecturers is still considered low, the quality of human resources for teaching staff is still weak, education infrastructure is still limited, facilities and infrastructure are lacking, and education funds are small (Wahoedi, 2010).

Reforms in 1998 have encouraged the awareness of the Indonesian people that we are facing various problems, such as economic, political, legal and moral crises. Most experts concluded that the crisis led to educational problems which were wrong in the New Order Era (Tilaar, 2010). A centralized education model has made Indonesian education in a superlative nature (Alami, 2011). The Post-Reform government changes three times, namely the era of President K.H. Abdurrahman Wahid, President Megawati Soekarno Putri, and President Soesilo Bambang Yudoyono with various new policies and regulations on legislation in the field of education turned out to have not produced the expected results (Mahfud, 2016). According to Hilmy, Islamic education related to preparing future generations of the nation has not yet been completed (2016). Soedijarto stressed that the Indonesian education problem since the proclamation of 1945 Independence until the 4th amendment to the 1945 Constitution in 2002 had never had national legislation regarding free and compulsory basic education (Silalahi, 2003). According to the Republic of Indonesia's House of Representatives (DPD) report that Indonesia has not succeeded in fully ratifying international legislation regarding free and compulsory basic education (Nuryata, 2010; Musyaddad, 2013). The fact is that freeing up education costs at the basic level is still a polemic (Suyanto, 2015); For example the problem of the School Operational Assistance (BOS) funds in Jember Regency is crucial because the amount of funds is still lacking, the target of use is often inaccurate, and use is not on target (Kurniasari et al., 2015).

According to Dhenny and Fazli (2016) the existence of the ASEAN Free Trade Area (AFTA) that has been implemented since 2015 is an opportunity, a challenge and a threat to the Indonesian nation. Regarding the opportunities: (a) Indonesia can benefit from the economic integration of the ASEAN Economic Community (AEC); (b) Indonesia becomes a world potential market; (c) Indonesia is an exporting country; (d) Indonesia is one of the destination countries for investors; (e) Indonesia's service sector is very open; and (f) Indonesia is the goal of global investment. While the challenges are: (a) The rate of increase in exports and imports has not been stable; (b) The inflation rate is still high; (c) The negative impact of global capital flows can create dependence on global investors; (d) Similarity of

product services and goods among ASEAN countries; (e) The competitiveness of Indonesia's human resources is still low; and (f) National interests and state sovereignty must not be sacrificed.

Regarding the threat: (a) Indonesian human resources are not yet ready for the integration of global labor flow mobility, (b) The quality of Indonesian labor is still low, and (c) Educational competitiveness in Indonesia is still low (Agustian and Armis, 2016). To deal with these challenges, the government has implemented regulations by issuing Law Number 20 of 2003 concerning the National Education System. In the Law, National Education Standards are stipulated in Chapter IX Article 35 Paragraph (1), namely: Standard content, process, competency of graduates, education personnel, facilities and infrastructure, management, financing, and assessment of education must be improved in a planned and periodic manner (Triwiyanto, 2013). To reinforce the Law above, Government Regulation Number 19 of 2005 which was revised by Government Regulation Number 32 of 2013 and revised again by Government Regulation Number 13 of 2015 concerning National Education Standards has been issued. In Chapter I Article 1 Paragraph (2) it is explained that formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education (Mintasib, 2015).

In order to carry out the mandate of Law Number 20 of 2003 and Government Regulation Number 19 of 2005 which was revised by Government Regulation Number 32 of 2013 and revised again by Government Regulation Number 13 of 2015, the Minister of Religion of the Republic of Indonesia issued Regulation of the Minister of Religion Number 36 of 2009 concerning the Establishment of Academic Sciences and Degrees in the Islamic Religious College (hereinafter PTKI). This regulation aims to integrate scientific fields in PTKI and as an accommodative attitude towards the development of increasingly uncontrolled and very varied science (Chairi and Fitriani, 2011). This study intends to evaluate the implementation of the policy of the Director General of Islamic Education Number 1429 of 2012 concerning the Structuring of Study Programs in Islamic Religious Colleges and its Impact on the Islamic Education Study Program in the IAIN in Central Java. Considering that the object of study is so broad, this research will focus on changes in the Islamic Education Study Program in the IAIN in Central Java, namely IAIN Purwokerto, IAIN Pekalongan, IAIN Salatiga, and IAIN Surakarta, by examining in depth the various consequences after the promulgation of the regulation.

This study aims to evaluate the implementation of the policy of Director General of Islamic Education Regulation Number 1429 of 2012 concerning Structuring the Study

Program in PTKI and its influence on the Islamic Education Study Program in the IAIN schools in Central Java. Especially regarding changes in the Islamic Education Study Program at IAIN Purwokerto, IAIN Pekalongan, IAIN Salatiga, and IAIN Surakarta. The main objective of the study was to measure the effectiveness of the implementation of the Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Program in PTKI of Islamic Education, Faculty of Tarbiyah at IAIN in Central Java.

The practical use of this research is to measure the results of the implementation of the Decree of Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Program in PTKI, as implemented in the Islamic Education Study Program of the Faculty of Tarbiyah at IAIN in Central Java which later developed into two study programs, namely Islamic Education Study Program and Islamic Education Management Study Program. The results of this study can also be used as a basis for making improvements in various aspects related to the development of the Islamic Education Study Program, Faculty of Tarbiyah at IAIN in Central Java. This type of research is descriptive qualitative (Brannen, 2010).

The nature of the data is qualitative data (Moleong, 2014) and used qualitative approach (Arikunto, 2012). The scope of this study consist of: (1) Policy of the Islamic Education Study Program Tarbiyah Faculty IAIN Study Program in Central Java in responding to the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Arrangement of Study Programs in PTKI; (2) Efforts of the Leadership of the Islamic Education Study Program at Faculty of Tarbiyah of IAIN in Central Java in addressing the issuance of the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Arrangement of Study Programs in PTKI; (3) Examining supporting factors and inhibiting factors in carrying out the contents of the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Arrangement of Study Programs in PTKI; and (4) Examining the impact of the implementation of the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Arrangement of Study Programs in PTKI. The research data consists of primary data and secondary data.

Primary data is data obtained directly from research subjects (Azhar, 2012). Secondary data are documentations, reports, books, magazines, internet, and so on (Hadi, 2010). Data collection techniques used interviews, observation, and documentation (Sugiyono, 2010). The data analysis technique used in this study is inductive analysis.

## **B. Discussion**

### **1. A. Merilee S. Grindle's Theory**

James E. Anderson, as quoted by Subarsono, defines public policy as policies set by government agencies and officials. Although public policy is related to choices made by government officials or agencies in certain fields, its implementation is sometimes influenced by actors and factors from outside the government.

In David Easton's view, as quoted by Sri Suwitri, "public policy is the allocation of values forcibly (legally) to all members of society. "When the government makes public policies, at that time the government allocates values to society, because every policy contains a set of values in it. In line with that, Harold Laswell and Abraham Kaplan, suggest that public policy should contain goals, values, and social practices that exist in society. This means that public policies must not conflict with social values and practices that exist in society. Because when these public policies conflict with the values that live in society, then the public policies will get resistance when implemented.

Public policy is basically oriented towards solving real problems faced by society. Therefore, public policy can be said to be an applied science that acts as a problem solver. In this context, public policies and policy makers must have a strong public interest orientation. Irfan Islamy calls it the spirit of publicness.

### **2. Public policy process**

According to James Anderson, as quoted by Subarsono, the public policy process consists of five stages, namely: (a) Problem formulation: What is the problem? What makes the issue a policy issue? How do these issues get on the government's agenda? (b) Policy formulation: How to develop options or alternatives to solve the problem? Who participates in policy formulation? (c) Adoption: How are alternatives determined? What requirements or criteria must be met? Who will implement the policy?: What is the process or strategy for implementing the policy?; Who will implement the policy?: What is the process or strategy for implementing the policy? What is the content of the policies that have been set? (d) Implementation: Who is involved in implementing the policy? What are they doing? What is the impact from the policy side? (e) Evaluation: How is the level of success or impact of the policy measured? Who evaluates policy? What are the consequences of a policy evaluation? Are there any demands to make changes or cancellations?

Public policy implementation theory. (George, 2000) There are several implementation theories that attempt to underscore the relationship between these many factors, such as: Teori George C. Edwards III

In Edwards III's view, policy implementation is influenced by four factors, namely: (a) communication, The successful implementation of policies requires that implementers know what to do. What are the goals and objectives of the policy must be transmitted to the target group so that it will reduce distortions in implementation. If the goals and objectives of a policy are unclear or not known at all by the target group, it is likely that resistance from the target group will occur. (b) resources, Even though the content of the policy has been communicated clearly and consistently, if the implementor lacks the resources to implement it, the implementation will not be effective. Resources can be in the form of human resources, implementor skills, finance, facilities and infrastructure, and so on. Resources are an important factor for policy implementation to be effective, without policy resources only remaining on paper and becoming documents. (c) disposition, Disposition is the character and character possessed by the impementor, such as commitment, honesty, democratic nature, humanism, and so on. If the implementor has a good disposition, then he will be able to carry out policies in the way that the policy maker wants. However, when implementers have different attitudes or perspectives from policy makers, the policy implementation process will also be ineffective. and (d) bureaucratic structure. The bureaucratic structure in charge of implementing policies has a significant influence on policy implementation. One of the important structural aspects of any organization is the existence of standard operating procedures (standard operating procedures or SOPs). SOPs serve as guidelines for every implementer in action. Organizational structures that are too long will tend to weaken supervision and lead to complex and complex bureaucratic procedures, resulting in inflexible organizational activities.

Ability of statute to structure implementation: (a) clarity of the content of the policy. This means that the clearer and more detailed the content of a policy will be easier to implement because the implementer can easily understand and translate it into real action. On the other hand, the ambiguity of this policy is a potential for the birth of distortions in policy implementation. (b) to what extent the policy has theoretical support. Policies that have a theoretical basis have a more stable character because they have been tested, although for certain social environments it is necessary to modify them. (c) the amount of allocation of financial resources to policy. Financial resources are a crucial factor for any social program. Each program requires staff support to perform administrative and technical tasks, as well as program monitoring, all of which are costly. (d) how much linkage and support there is

between the various implementing institutions. Program failures are often caused by a lack of vertical and horizontal coordination between the agencies involved in program implementation. (e) clarity and consistency of the existing rules in the implementing body. (f) the level of commitment of the officers to the policy objectives. If all parties involved are committed to the objectives of the policy, then the policy will be maximally implemented. (g) how wide the access of outside groups to participate in policy implementation. A program that provides broad opportunities for the community to be involved will get relatively support than a program that does not involve the community.

Nonstatutory variables affecting implementation factor: (a) socio-economic conditions of society and the level of technological progress. Communities who are already open and educated are relatively easy to accept reform programs compared to communities that are still closed and traditional, (b) public support for a policy. Policies that provide incentives are usually easy to get public support. On the other hand, disincentive policies lack public support. (c) the attitude of the voter group. Voters in society can influence policy implementation in a number of ways, such as: (1) community groups intervene in decisions made by implementing agencies through various comments, (2) voter groups can have the ability to influence implementing agencies indirectly. (3) directly through published critiques of the performance of the implementing agencies and the legislature. (4) level of commitment and skills of officials and implementers. The commitment of the implementing apparatus to realize the objectives stated in the policy is the most crucial variable. Implementing agency officials must have the skills to prioritize objectives and realize these priority goals.

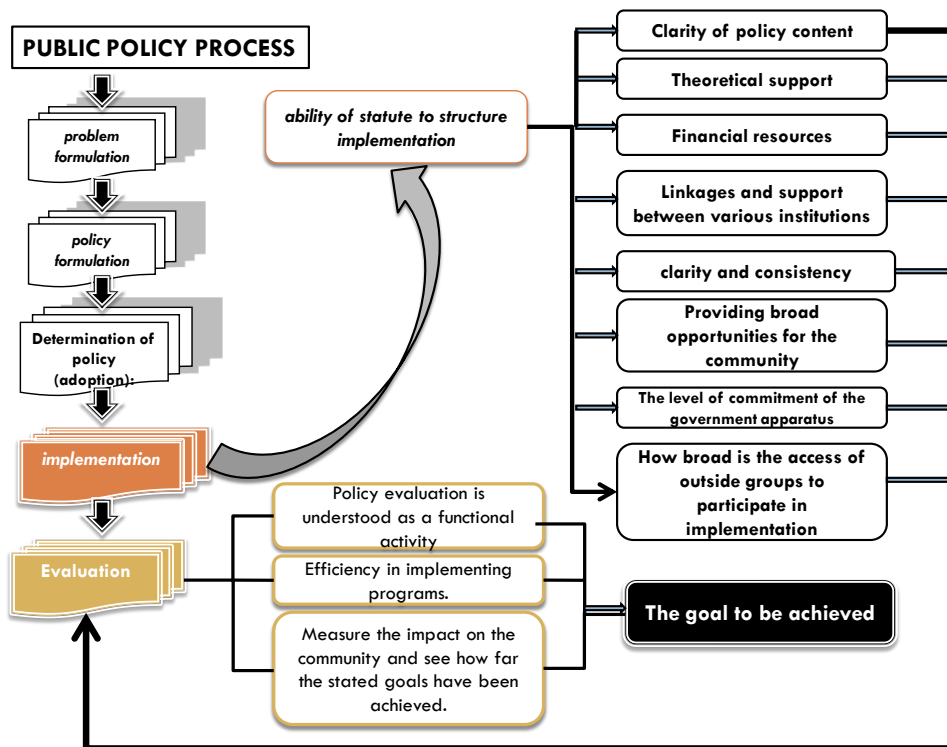
In Weimer's and Vining's view, there are three major groups of factors that can influence the successful implementation of a program, namely: (1) policy logic, (2) the environment in which policies are operated, and (3) the ability of policy implementers.

When all these factors are combined, starting from Edwards III, Meriee S. Grindle, Mazmanian and Sabatier, van Meter and van Horn, Cheema and Rondinelli, and Weimer and Vining, there are nine factors in total, namely communication, resources, disposition, bureaucratic structure, policy content, environment, problem characteristics, policy standards and objectives, and characteristics of the implementing agency/implementor.

However, if we look closely at the nine factors, in fact, they can be concluded into only five factors. Meanwhile, the other four factors are almost the same as the two previous factors. The same four factors, namely policy content factors, problem characteristics, and policy standards and objectives are actually the same as disposition factors. Meanwhile, the characteristics of the implementing agent or implementor are the same as the resource factor.



Therefore, good policy implementation is actually influenced by these five factors, namely communication, resources, disposition, bureaucratic structure, and the environment. Likewise, in implementing the Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Structuring of Study Programs at Islamic Religious Universities in the Islamic Education Study Program of the Tarbiyah IAIN Faculty into two Study Programs, namely the Islamic Religious Education Study Program and the Faculty Islamic Education Management Study Program. Tarbiyah IAIN in Central Java.



Picture 1:

Public policy process flowchart

### 3. Evaluate the impact of public policies

According to Samodra Wibawa, impact evaluation pays more attention to output and policy impact compared to its implementation process, even though the latter is not in the evaluative standard of research. The expected impact contains the understanding that when a policy is made, the government has determined or mapped any impacts that will occur. Among these expected impacts, there are expected and some unexpected impacts. In the

implementation of the policy also assesses unexpected impacts, some of which are expected and unexpected, or which are desired and undesirable.

a. Forecasting

According to Samodra Wibawa, in the policy making process there is a very important stage, namely forecasting. Because the policy is intended to create certain conditions in the future, and the effort to create it will be closely related to the development of the environment, both as a target for changing conditions and as a provider of resources, forecasting is a crucial stage. Inaccuracy in forecasting, which is manifested as overestimating or underestimating, can make policies that are made ineffective. Forecasting or forecasting can be seen as a form of evaluation, that is, evaluations conducted before policies are established or implemented. Another term for this kind of evaluation is estimating, assessment, prediction or forecast.

b. Characteristics of social impact analysis (ADS)

According to Effendi, as quoted by Samodra Wibawa, as some of the characteristics demanded in every study, ADS as intellectual work must be empirical, cannot, rational, reliable and valid. in other words, ADS must be done logically-empirically. Analysis must be empirical in the sense that the assessment made must not only be hypothetical or assumptive-theoretical speculative, but must be tested or corroborated with data or at least the results of research that have been carried out. Furthermore, because the analysis is carried out on the alternatives that are available, the result of which will be our selection of the most appropriate or good alternative, then we must be impartial or biased towards one alternative.

That is, before the analysis is conducted, we do not determine or choose which alternatives we think are good. According to Finsterbusch and Motz, as quoted by Samodra Wibawa, meanwhile we also need to maintain the validity of the analysis results. Not only that, the analysis procedure should be reliable or reliable, and the data or information that we collect should be quite accurate. Data that comes from government bureaucracy is often not reliable in its validity or accuracy, especially if we get the data from a subordinate's report book to his superiors.

c. Steps in social impact analysis

According to Samodra Wibawa, an analyst in ADS does at least three things, namely: (1) vertically mapping the types of impacts that might occur, (b) horizontally looking at or predicting the tendency of reactions given by the affected subjects, and ( c) comprehensively formulating policy adjustments that must be made by the policy maker. Before doing this, the analyst must limit the policy alternatives to be evaluated. Therefore, policies can have

unlimited alternatives, which may not be all analyzed. Therefore, analysts need to conceptually first determine potential alternative policies, to be implemented.

#### **4. Leadership Policy of the Islamic Education Study Program at the IAIN Tarbiyah Faculty in Central Java**

Leadership Policy of the Islamic Education Study Program at the IAIN Tarbiyah Faculty in Central Java in responding to the Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs at Islamic Religious Colleges.

The Head of the Islamic Education Study Program of the Tarbiyah Faculty of IAIN Kudus in responding to the Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs at Islamic Religious Colleges. In this case the Head of the Tarbiyah Department still maintains one study program, namely the Islamic Education Study Program. For the Islamic Education Management Study Program the strata 1 program is not necessary to be opened, because users of graduates in the North Java northern coast region, stretching from the districts of Demak, Jepara, Kudus, Purwodadi, Pati, Rembang, Blora and Tuban. The region utilizes graduates of Islamic Education outside as PAI teachers in madrassas and public schools, they are also able to manage schools and madrassas managerially.

In addition to being a teacher, the PAI graduate was able to become a madrasa / headmaster of an Integrated Islamic school, manage Islamic boarding schools, Islamic financial institutions, General Banking, Baitul Maal Wattamil (BMT), as well as manage Islamic foundations in the form of social organizations and Islamic business.

Policies of the Faculty Leaders and Tarbiyah majors as mentioned above are also carried out by IAIN Pekalongan, IAIN Surakarta, and IAIN Salatiga. However, IAIN Purwokerto responded to the Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs in Islamic Religious Colleges regarding the change of Islamic Education Study Program (PAI) into Islamic Religious Education Study Program and Islamic Education Management Study Program or choosing one of the Study Programs, such as the Islamic Education Study Program or Islamic Education Management Study Program. This institution chose to use the Islamic Religious Education Study Program and the Islamic Education Management Study Program.

At IAIN Purwokerto Islamic Religious Education Study Program is still a study program that is in high demand by the community, every year it still opens above 6 classes (study groups), as well as Islamic Education Management study programs that still exist today. But in IAIN Kudus, IAIN Pekalongan, IAIN Surakarta, and IAIN Salatiga even though the only study program is PAI (Islamic Religious Education), for the MPI (Islamic Education Management) study program held in the strata 2 program where in the fifth IAIN is very in demand by the community in their respective regions.

### **Implementation of the policy carried out by the Head of the Islamic Education Study Program at the IAIN Tarbiyah Faculty in Central Java**

Implementation of the policy carried out by the Head of the Islamic Education Study Program at the IAIN Tarbiyah Faculty in Central Java in response to the issuance of the Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs at Islamic Religious Colleges.

The implementation of the policy carried out by the Head of the Islamic Education Study Program at the IAIN Tarbiyah Faculty in Central Java in response to the issuance of the Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs at Islamic Religious Colleges. Director General's policy number 1429 in 2012 was responded by the leadership of the Tarbiyah and Teacher Training Faculty of IAIN Pekalongan still choosing to only open Islamic Religious Education (PAI) study programs without adding to the Islamic Education Management study program. Vice Dean I of the Faculty of Tarbiyah and Teacher Training stated that the opening of the Islamic Education Management study program was not yet required on the grounds that the Islamic Religious Education (PAI) study program was sufficiently representative in responding to the needs and opportunities of work in the community.

The above mentioned was also experienced by Kudus IAIN, Surakarta IAIN, Salatiga IAIN. Since 1997 when the Regional Faculties in each of the IAIN mentioned above has been formalized its independence by the Presidential Regulation to become the State Islamic High School (STAIN) began to establish. On average, the five STAINs are in fact fertile students from 4 to 6 classes or study groups. Starting in 2000, the five STAINs had an average of 7 to 9 classes / study groups. After transforming into IAIN, the PAI study program begins to answer the need for job opportunities in their respective ex-residency areas. In particular, IAIN Kudus has penetrated beyond the former Pati residency. These include Demak district, Jepara district,

Kudus regency, Pati regency, Rembang regency, Grobogan regency, Blora regency and Tuban regency.

According to Vice Dean III of the Tarbiyah and Teacher Training Faculty of IAIN Pekalongan, alumni of study programs not only meet the needs of PAI teachers in elementary schools, elementary schools, junior high schools, senior high schools (high schools), vocational high schools (high schools) SMK). However, at the madrasas at the Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA) both public and private. Specifically alumni who serve at the madrasas at the implementation level found a discrepancy between the knowledge carried by almuni and their work practices in the field.

Vice Dean I of the Faculty of Tarbiyah and Teacher Training IAIN Pekalongan said that the alumni of the PAI study program did not only teach PAI sub subjects (Akidah Akhlak, Al Quran Hadith, Fiqh, History of Islamic Culture, Arabic), but were subjected to the burden of teaching subjects such as subjects Social Sciences (Social Sciences), Natural Sciences (Natural Sciences), Mathematics, English, Sports Education, Cultural Arts and Skills (SBK) and so forth.

Many facts in the field of Islamic Education teachers also get the mandate as a manager in an educational institution. The Dean of the Faculty of Tarbiyah and Teacher Training IAIN Purwokerto stated that alumni of the PAI study program need to obtain Islamic education management knowledge provision, but in the curriculum structure the Islamic Religious Education study program is considered to lack support to equip students to assume responsibility later as managers in Islamic educational institutions .

The Islamic Education Study Program has several subjects that support students as the provision of prospective leaders and managers of Islamic education. Among these courses are Educational Planning, Educational Management and Educational Supervision. This was deemed by the dean of the Faculty of Tarbiyah and Teacher Training IAIN Purwokerto deemed insufficient to equip graduates of the PAI study program as principals of Madrasahs both in Madrasah Ibtidaiyah (MI) Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), SDIT, TKIT, SMPIT, SMAIT , Madrasa Diniyah and Islamic Boarding School.

The policy stated in the Decree of the Director General of Islamic Education number 1429 of 2012 concerning the arrangement of the Study Program, by the dean of the Tarbiyah

Faculty and Teacher Training IAIN Purwokerto was considered very relevant to the managerial needs of Islamic education in the community in the province of Central Java. While the leaders of IAIN Kudus, IAIN Pekalongan, IAIN Salatiga answered the needs of the community by organizing Islamic Education Management courses in the Postgraduate Program (S2) program. Whereas IAIN Surakarta further strengthened by organizing the Strata 2 (S2) and Strata 3 (S3) Programs.

The implementation as stated in the Decree of the Director General of Islamic Education number 1429 of 2012 concerning the structuring of the Islamic Education Study Program and the Management of Islamic Education seems to have been institutionalized at 5 State Islamic Institutes of Religion (IAIN) in Central Java. The needs of the people of Central Java in the field of Islamic Education in public schools, madrasas, madrasa diniyah, integrated Islamic schools (SIT) and Islamic boarding schools are increasingly stable. While the needs of the people of Central Java in the field of management of Islamic religious education institutions are increasingly being met along with the community's response to take advantage of education in Islamic tertiary institutions at S1, S2, S3 Management of Islamic Education.

#### **Supporting and inhibiting factors faced by the Head of the Islamic Education Study Program of the IAIN Faculty of Tarbiyah in Central Java**

Supporting and inhibiting factors faced by the Head of the Islamic Education Study Program of the IAIN Faculty of Tarbiyah in Central Java in implementing the Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs at Islamic Religious Colleges.

The policy stated in the Decree of the Director General of Islamic Education number 1429 of 2012 concerning the structuring of the Islamic Education Study Program and the Management of Islamic Education is not without reason. Evaluate the emergence of this policy by looking back 50 years when it has been fulfilled the need for formation of PAI teachers in various public and religious institutions. Even non-educational institutions such as the Indonesian National Armed Forces (TNI) and the Republic of Indonesia's National Police (POLRI) have long recruited alumni of the PAI study program as soldiers and personnel or Mental Development staff (BINTAL). This shows that the PAI study program at IAIN is very much needed by institutions / institutions outside the world of education.

There is also a demand for teachers by the Embassy of neighboring countries, namely Brunei Darussalam in 2004 who asked 700 PAI qualified undergraduate teachers (S1). This was to fill the formation of PAI teacher staff in the country. However, the request cannot be

fulfilled immediately due to the policy and communication factors at the top level. In this case the communication between embassies and policies at the ministry level and the readiness of Islamic Higher Education who have not prepared English proficiency for their alumni.

Another obstacle to the policy contained in the Decree of the Director General of Islamic Education number 1429 of 2012 concerning the structuring of the Study Program was the lack of intensive socialization and communication from the directorate general to the rectors and heads of State Islamic universities at that time. Faculty leaders, both deans, vice deans, department heads and department secretaries are less familiar when asked about the decree. Whereas the policy contained in the decree of the director general of Islamic education provides legitimacy and support to expand the addition of new study programs. At least it can add new study programs needed by the community.

In one of the requirements of the transformation program (transfer) from STAIN to IAIN there are requirements including faculties that are opened must have no less than 4 study programs. STAIN Kudus at that time in 2012 was less responsive to the policies of the central leadership regarding the policies contained in the Decree of the Director General of Islamic Education number 1429 of 2012 concerning the structuring of the Islamic Religious Education Study Program and the Management of Islamic Education. The leadership of STAIN Kudus prefers and prioritizes the opening of new study programs in the form of general tadrīs which are deliberately prepared for the transformation process to the State Islamic Institute (IAIN). Among them opening the Social Sciences Tadrīs (IPS), Natural Sciences (IPA), Mathematics, English, Counseling Guidance and Islamic Education (BKPI) which is done with a long and tiring struggle.

According to the secretary of the Islamic Education Department of IAIN Surakarta, the policy stipulated in the Decree of the Director General of Islamic Education number 1429 of 2012 concerning the structuring of Study Programs at State Islamic religious colleges has been responded by leaders at the rectorate level. The policy was responded by not splitting the PAI and MPI strata 1 study programs but instead opening the Islamic Education Management study program in strata 2 and strata 3 programs. This further provides opportunities for teachers who are already quite senior as preparation and deepening in structural and functional positions in state and private Islamic education institutions.

The opening of the Islamic Education Management study program at strata 2 and strata 3 at IAIN also provides an opportunity for graduates of PTKAI and PTKAIN graduates to serve as lecturers at Islamic tertiary institutions both public and private. Many graduates of this MPI study program graduate program are currently teaching at IAIN Kudus, IAIN Salatiga, IAIN Pekalongan, IAIN Purwokerto and IAIN Surakarta.

Starting in 2010 the needs of PAI teachers have been met, and there is even a tendency not to be accommodated, both in the Pati Residency area (wiyah of the North Coast of Java), the Kedu Residency area, the Pekalongan Residency area, the Banyumas Residency area. Leaders in the Tarbiyah Faculty and Department received many complaints from alumni to ask for instructions on employment opportunities for them. The policy stated in the Decree of the Director General of Islamic Education number 1429 of 2012 concerning the structuring of the Study Program should be able to answer the challenge.

#### **5. The impact that occurred on the Islamic Education Study Program at the IAIN Tarbiyah Faculty in Central Java**

The impact that occurred on the Islamic Education Study Program at the IAIN Tarbiyah Faculty in Central Java after the intention of the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Arrangement of Study Programs at Islamic Religious Colleges was carried out.

There are 3 questions about the impact of the issuance of the policy issued by Decree of the Director General of Education No. 1429 of 2012 concerning the Arrangement of Study Programs in Islamic Religious Colleges to the community (1) Whether it can provide diverse choices for users (Islamic education graduates in Central Java), (2) Can provide solutions to the problem of educated unemployment in Central Java, (3) Are there links between graduates' products and professional employment needs after the issuance of the policy issued a Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs in Islamic Religious Colleges in Central Java.

If we look at data on highly educated unemployment in Banyumas it will appear that the number of open unemployment registered in Banyumas Regency, Central Java, tends to decrease because in 2017 it is 4.62 percent. Of the total number of job seekers of 13,351 people, 11,688 people registered, consisting of 5,339 men and 6,349 women. The biggest job seekers of productive age groups are 15-29 years old, which is 11,558 people or 98.89 percent.



The number of unemployed people in Pekalongan City reached 5.05 percent at the end of 2017. The number has increased 1 percent compared to 2016 which was only 4.05 percent. The figure of 5.05 percent obtained means that of the 100 people, it means that out of 100 population workforce employed, there are 5 people who are unemployed or in the waiting period.

Next the unemployment rate in Salatiga increased to 100 people per month. The number of job seekers in Salatiga in 2013 to March 2014 reached 4,991 people, for 2,274 men and 2,717 for women. Next is the unemployment data in Kudus for the past two years. The 2016 unemployment rate based on gender for men is 13,262 people and 9,350 women with a percentage of 5.03 percent. By region, total urban unemployment is 13,915 while in rural areas there are 8,697 people. Compared to 2015, the unemployment rate is open in the city of 18,837 people and in villages there are 3,890 people.

The number of unemployed people in Indonesia in the past year has decreased. This was stated in data released by the Central Statistics Agency (BPS) on Monday (05/07/2018). Until February 2018, BPS recorded 133.94 million people in the workforce. The figure is up 2.39 million people compared to the previous year. Correspondingly, the participation rate for workforce (TPAK) was 69.20 percent, an increase of 0.18 percent. "In the last year, unemployment decreased by 140 thousand people, in line with the level of open unemployment (TPT) which fell to 5.13 percent in February 2018," BPS wrote in its official statement. Viewed from the level of education, TPT for Vocational High School (SMK) is the highest among other education levels, which is 8.92 percent. Meanwhile, out of 127.07 million people employed, 7.64 percent are in the underemployed category and 23.83 percent are part-time workers. In the past year, half the unemployed and part-time workers increased by 0.02 percentage point and 1.31 percentage point, respectively.

Job prospects of PAI alumni (Islamic Religious Education) which in this case are PAI scholars who are able to create a future generation of candidates who are intelligent, superior to the modern and endorsed by the people of Indonesia. In accordance with after the issuance of the policy issued a Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs in Islamic Religious Colleges which have been in force in Indonesia at this time. So in this case a learning needs to be applied on campus, the environment, and the surrounding community.

In this case, it must be in accordance with the vision of the study programs in IAIN or in the Higher Education. A PAI graduate who graduated from Islamic Education can not only become a teacher, but also be a preacher who can be useful to the surrounding community.

And also can be an intermediary to get a knowledge of all learning that has been done in conducting learning. So that the PAI scholar can bring an Islamic teaching to a better path.

It is important to know that Islamic Religious Education is a center for the development of Islamic religious knowledge. So that in this case can encourage students to be able to know and curiosity in obtaining knowledge in the form of the Islamic religion, as well as the skills and attitudes of these students.

In this case the aim of the Islamic religious education study program is to be able to form a person who can produce Islamic religious education graduates who are always devoted to a God who is almighty and virtuous, intelligent, skilled and independent in conducting a learning and education. In this case the science of Islamic education also has increased significantly from year to year so that there are a lot of educators for Islamic religious education majors today. The work prospects for this study program are promising.

Because in a school or madrasa can usually play a role as class teachers, social studies subject teachers, English, Natural Sciences, Science, Indonesian and others. It also can be a madrasa manager or school. With the need for capable managers, the issuance of the policy issued a Decree of the Director General of Islamic Education Number 1429 of 2012 concerning the Arrangement of Study Programs at Islamic Religious Colleges was felt to have a very good impact. Good to overcome the needs in the field that has a very large number of madrasas, such as the East Pantura region, will soon be overcome by graduates of IAIN Kudus.

In this case the Islamic religious education study program must also be a friendly and caring person in the surrounding community. But actually this not only applies to the department of Islamic education, but also from other majors must also be able to use the behavior, ethics that exist in this study so that it becomes a very lucrative job prospects for an Islamic religious education scholar.

In the Ministry of Religion through the Director of PAI (Islamic Religious Education) public schools revealed that, in this case the shortage of a teacher of PAI teachers currently reaches a range of 198,000 which in this case has been divided into Islamic religious education teachers in elementary, middle and high school teachers. For elementary school teachers themselves, they still need labor, with 3,494 more people, and for junior high schools they still need approximately 2,218 more people. and while for the high school level it still needs approximately 3,598 more people for vocational school teachers to do the same, that is, still needs approximately 3,598 more people. In this case it has not been added up with Islamic religious education teachers needed in a madrasa for the basic level until the Aliyah or State

madrasah level. In this case the Ministry of Religion through the director of Islamic Education graduates of the new PAI graduates will replace PAI teachers who are nearing retirement.

### **C. Conclusion**

Policy of Islamic Education Study Program Leaders, Faculty of Tarbiyah of IAIN in Central Java in response to Director General of Islamic Education Decree Number 1429 of 2012 concerning Structuring Study Program in PTKI. The policies of the faculty leaders were also carried out by IAIN in Pekalongan, IAIN in Surakarta, and IAIN in Salatiga. But the IAIN in Purwokerto responded to the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Structuring of the Study Program at PTKI becoming the Islamic Education Study Program and the Islamic Education Management Study Program or choosing one. The IAIN in Purwokerto chose the Islamic Education Study Program and Islamic Education Management Study Program. While the Islamic Education Study Program at IAIN Purwokerto is still in great demand by students which consists of six classes every year. Likewise, the Islamic Education Management (PMI) Study Program still stands today. But at IAIN Kudus, IAIN Pekalongan, IAIN Surakarta, and Salatiga IAIN only had PAI Study Program. While the Islamic Education Management Study Program (MPI) was held in the Strata 2 Program.

The five IAIN colleges were in great demand by the people in their respective regions. The implementation of the policy carried out by the Head or Dean of the Islamic Education Study Program, Faculty of Tarbiyah of IAIN in Central Java in responding to the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Arrangement of Study Program in PTKI. The implementation contained in the Director General of Islamic Education Decree Number 1429 in 2012 concerning the Structuring of the Islamic Education and Islamic Education Management Study Program has been institutionalized in five IAIN schools in Central Java. Central Java community needs in the field of Islamic Education in public schools, madrasah, madrasah diniyah, integrated Islamic schools, and Islamic boarding schools are getting better. While the needs of the people of Central Java in the field of management of Islamic religious education institutions are increasingly being fulfilled along with the response of students to take advantage of by studying at Islamic tertiary institutions at undergraduate, postgraduate and doctoral programs in Islamic Education Management.

The implementation of the policy carried out by Chairs of the Islamic Education Study Program, Faculty of Tarbiyah of IAIN in Central Java on the Director General of Islamic Education Decree Number 1429 of 2012 concerning Structuring the Study Program at Islamic

Religious Colleges. The Director General Policy Number 1429 of 2012 was addressed by Chairs of Faculty of Tarbiyah and Teacher Training of IAIN in Pekalongan who chose to only open PAI Program Study without adding the Islamic Education Management (MPI) Program Study. Supporting and inhibiting factors faced by Faculty of Tarbiyah, Islamic Education Study Program Head or Dean of IAIN in Central Java in implementing the Director General of Islamic Education Decree Number 1429 of 2012 concerning Structuring the Study Program in Islamic Religious Colleges. The opening of Postgraduate and Doctoral programs in Islamic Education Management Study Program at IAIN also provides opportunities for graduates of PTKAI and PTKAIN as lecturer in Islamic universities, both public and private. The policy of the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Structuring of Study Program in the Indonesian PTKI was responded by not elaborating on undergraduate PAI and MPI Study Programs. Instead, open a study program on Islamic Education Management in Postgraduate and Doctoral program

Policy barriers the Director General of Islamic Education Decree Number 1429 of 2012 concerning the Structuring of the Study Program is the lack of socialization and communication from the Directorate General to the Chancellors and Chairs of the State Islamic College of the State Islamic College. Even though the policy of the Director General of Islamic Education Decree gives legitimacy and support to expand or add new study programs. Impact of the Director General of Islamic Education Decree Number 1429 of 2012 concerning Structuring the Study Program at Islamic Religious Colleges in the Islamic Education Study Program, Faculty of Tarbiyah, IAIN in Central Java is producing intelligent, superior, modern, and berakulakhul karimah PAI scholars. Basically, PAI graduates from Islamic Education can become teachers or preachers and can bring better Islamic teachings.

## REFERENCES

- Agustian, Hamdi dan Armis, 2016, "Tantangan dan Peluang Perbankan Syariah dalam Menghadapi Masyarakat Ekonomi ASEAN (MEA) 2015," dalam *Jurnal Ekonomi, Manajemen dan Akutansi Universitas Islam Riau*, Vol. 25, No. 1, hlm. 81-86.
- Alami, Athiqah Nur.(2011)"Profil dan Orientasi Kebijakan Luar Negeri Indonesia Pasca Orde Baru," Dalam *Jurnal Penelitian Politik, LIPI*, Vol. 8, No. 2, hlm. 163-180.
- Arikunto, Suharsimi.(2012)" Prosedur Penelitian Suatu Pendekatan Praktik, Jakarta, Rineka Cipta.
- Association of Southeast Asia Nation, 2008, *ASEAN Economic Community Blueprint*, Jakarta, ASEAN Secretariat.
- Azwar, Syarifuddin.(2012)" Metode Penelitian, Yogyakarta, Pustaka Pelajaran.
- Dhenny H dan Fazli, 2016, *Peluang dan Tantangan Indonesia dalam Keikutsertaan Masyarakat Ekonomi Asean 2015*, Pekanbaru, Fisip Universitas Riau.
- Hadi, Sutrisno.(2010)"Metodologi Research, Yogyakarta, Fakultas Psikologi UGM Yogyakarta.
- Hilmy, Masdar.(2016)"Dinamika Pendidikan Islam, Malang, in-Trans TV.
- Howlett, Michael and M. Ramesh.(1995)"Studying Public Policy: Policy Cycles and Policy Subsystem, Oxford: Oxford University Press.
- Julia Brannen, 2010, *Memadu Metode Penelitian Kualitatif dan Kuantitatif*, Samarinda-Yogyakarta, Fakultas Tarbiyah IAIN Antasari Banjarmasin dan Pustaka Pelajar, hlm. 69.
- Kamar Dagang dan Industri Indonesia, 2017, *Hadapi AEC 2015: Pengembangan Kualitas SDM Berbasis Kompetensi Perlu Dipacu*, Internet, Diunduh pada 12 April 2017.
- Kismartini, dkk, 2016, *Analisis Kebijakan Publik*, Jakarta, Buku Materi Pokok Universitas Terbuka.
- Mahfud, Choirul. (2016)"Politik Pendidikan Islam: Analisis Kebijakan Pendidikan Islam di Indonesia Pasca Orde Baru, Yogyakarta, Pustaka Pelajar, hlm. 103-105.
- Mintasib, Diyab. (2015) "Kelemahan Sistem Pendidikan Formal di Indonesia Perspektif Filsafat Pendidikan Islam," dalam *Jurnal Educatia: Jurnal Ilmu Pendidikan dan Agama Islam*, Vol. 8, No. 1, hlm. 45-65.
- Moleong, Lexy., J. (2014)"Metodologi Penelitian Kualitatif, Bandung: Remaja Rosdakarya.
- Nuryata, Made. (2013)"Pembelajaran Masa Kini, Jakarta, Sekarmita, 2010. Lihat juga Kholid Musyaddad, "Problematika Pendidikan di Indonesia," dalam *Edu-Bio*, Vol 4, hlm. 53-54.

- Riska Kurniasari, dkk. (2015) "Pengaruh Ketepatan Dana, Kecukupan Dana, dan Sasaran Penggunaan Dana BOS Terhadap Peningkatan Prestasi Belajar Siswa di Kabupaten Jember," Dalam E-Jurnal Ekonomi Bisnis dan Akutansi, Fakultas Ekonomi Universitas Jember, Vol. 2, No. 1, hlm. 23-28.
- Samodra, Wibawa, 2015, Reformasi Administrasi, Bunga Rampai Pemikiran Administrasi Negara/Publik, Yogyakarta, Gava Media.
- Sugiyono, 2016, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D, Bandung, Alfabeta.
- Suyanto.(2015) "Pendidikan Untuk Masyarakat Indonesia Baru: Tantangan Global Pendidikan Nasional, Jakarta, Grasindo.
- Tilaar, H.A.R.(2010) "Reformasi Pendidikan Nasional: Tinjauan Perspektif Posmodernisme dan Studi Kultural, Jakarta, Penerbit Kompas.
- Triwiyanto, Teguh. (2013) "Standar Nasional Pendidikan Sebagai Indikator Mutu Layanan Manajemen Sekolah," dalam Jurnal Ilmu Pendidikan, Vol. 19, No. 2.
- Triyonggo, Yunus., M. Syamsul Ma'arif, Anggraini Sukmawati, dan Lukman M. Baga. (2015) "Analaisis Situasional Kompetensi Praktisi Sumber Daya Manusia Indonesia Menghadapi MEA 2015," dalam Jurnal Manajemen Teknologi, Vol. 14, No. 1, hlm. 104-105.
- Ulber, Silalahi.(2003) "Relevansi Kebijakan Human-Centered Development dan Perbaikan Kualitas Pendidikan dalam Pengembangan Kualitas Sumber Daya Manusia Indonesia," dalam e-Jurnal Unpar, Tahun 2, No. 1, hlm. 89-93.
- Usman, Fajar. (2016) "Masyarakat Ekonomi Asean (MEA) dan Daya Saing Investasi Indonesia", dalam Jurnal Lingkar Widyaiswara, Edisi 3, No. 1.
- Usman.(2015) "Implementasi Kebijakan Kementerian Agama Terhadap Penyelenggaraan Taman Pendidikan al-Qur'an di Kabupaten Pasuruan," dalam Jurnal Pendidikan Islam, Vol. 1, No. 1, 2015, hlm. 1-16.
- Wahoedi, S.(2018) "The New Growth Theory: Peranan Ilmu Pengetahuan dan Investasi Sumber Daya Manusia Sebagai Pemacu Pertumbuhan Ekonomi, Jakarta, UKRIDA Press, 2010.
- Winoto, Tj., Heri. (2009) "Daya Saing Sumber Daya Manusia Indonesia: Menghadapi ASEAN-China Free Trade Area," Dalam Jurnal Ilmiah Manajemen Bisnis, Jakarta, Fakultas Ekonomi, Universitas Kristen Krida Wacana, Vol 9, No. 3.