

Implementation Of Extra-Curricular Educator Policies in an Effort to Improve Students's Understanding of The Koran At Sdn South Labuhanbatu Regency

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ABSTRACT

The Qur'an must be seen as a role model in various aspects of life, not only regarding dogmatic teachings, but also in science. One of the branches of science is education. The purpose of this study is to analyze the implementation of the policy of extra-curricular educators in increasing students' understanding of the Islamic religious scriptures at SDN South Labuhanbatu Regency. This study seeks to obtain complete and in-depth information about the implementation of the BTQ program policy in South Labuhanbatu Regency. Therefore, researchers used this type of research with a qualitative approach with an analytic descriptive method. The data analysis was carried out by describing the data obtained with words or sentences separated into categories to obtain conclusions. The results showed that the implementation of extracurricular teaching staff policies in an effort to improve students' understanding of the Islamic religious scriptures at SDN Labuhanbatu Selatan Regency was categorized as very good, this was indicated by (1) the implementation of the policy as of May 2018, including coordination, monitoring, and evaluation of performance. teacher; and (2) Each month the teaching staff receive an honorarium of Rp. 1,500,000 from the South Labuhanbatu Regency government and are given training every six months and all honorarium teachers use the syllabus given by the South Labuhanbatu Regency Education Office.

Keyword: *Extracurricular, Holy Scriptures, Islam, Policy.*

ABSTRAK

Al-Qur'an harus dilihat sebagai panutan dalam berbagai aspek kehidupan, tidak hanya menyangkut ajaran dogmatis, tetapi juga dalam ilmu pengetahuan. Salah satu cabang ilmu adalah pendidikan. Tujuan penelitian ini adalah untuk menganalisis implementasi kebijakan pendidik ekstrakurikuler dalam meningkatkan pemahaman kitab suci agama Islam siswa di SDN Kabupaten Labuhanbatu Selatan. Kajian ini berupaya memperoleh informasi yang lengkap dan mendalam tentang implementasi kebijakan program BTQ di Kabupaten Labuhanbatu Selatan. Oleh karena itu, peneliti menggunakan jenis penelitian ini dengan pendekatan kualitatif dengan metode deskriptif analitik. Analisis data dilakukan dengan cara mendeskripsikan data yang diperoleh dengan kata-kata atau kalimat yang dipisahkan ke dalam kategori-kategori untuk memperoleh kesimpulan. Hasil penelitian menunjukkan bahwa implementasi kebijakan tenaga pengajar ekstrakurikuler dalam upaya meningkatkan pemahaman kitab suci agama Islam siswa di SDN Labuhanbatu Selatan dikategorikan sangat baik, hal ini ditunjukkan dengan (1) implementasi kebijakan per Mei 2018, meliputi koordinasi, pemantauan, dan evaluasi kinerja. guru; dan (2) Setiap bulan tenaga pengajar menerima honorarium sebesar Rp. 1.500.000 dari Pemerintah Kabupaten Labuhanbatu Selatan dan diberikan pelatihan setiap enam bulan sekali dan seluruh guru honorer menggunakan silabus yang diberikan oleh Dinas Pendidikan Kabupaten Labuhanbatu Selatan.

Kata Kunci: Ekstrakurikuler, Kitab Suci, Islam, Kebijakan.

A. PENDAHULUAN

Al-Quran is the last Holy Book that was revealed by Allah to mankind through the Prophet Muhammad SAW to serve as a guide for life. As the last "holy book", the Koran contains the essence of the books that were revealed before, starting from the Zabur, Torah and the Bible (Lasmana & Suhendra, 2017; Assingkily, 2019; Assingkily & Baroroh, 2017). Furthermore, the Al-Qur'an and its sustainability have been preserved throughout the ages (Iryani, 2017).

The Koran contains basic information on various issues, including information on technology, ethics, law, economics, biology, medicine, and so on (Wardani, 2020). This is one proof of the breadth and breadth of the contents of the Koran (Hasballah, 2017). Thus, the Qur'an must be seen as a role model in various aspects of life, not only concerning dogmatic teachings, but also science.

One of the branches of knowledge is education (Solichah, 2018). Education experts say that education can be seen from two sides (ZA, 2013). *First, the external aspect: humans who will educate. Efforts or concepts or ideas to other people or society, so that people or communities who don't know turn into knowledge.*

Second, the human internal aspects that will be educated. Humans are a small

realm (microcosm) filled with various kinds of wealth. In other words, humans are likened to gold, silver, diamonds and diamonds. Wealth is not useful until it is lifted from the bowels of the earth. It must be cultivated to bring out these riches. Likewise with humans, in which there is a potential which, if exploited carefully, will undoubtedly constitute wealth, not only for himself but also for the people around him.

This description of the meaning of education presented as well as observations of the verses of the Koran, lead to the explanation that there are fundamental standards for education in the Koran (Wahyudi, 2016; Munir, 2015; Assingkily, et.al., 2020, Assingkily, et.al., 2021). It can be concluded that education is a communication event that takes place in a dialogical situation between humans and humans to achieve certain goals.

In the learning process, the teacher is tasked with encouraging, guiding, and providing learning facilities for students to achieve goals (Kartowagiran, 2011). The teacher is responsible for seeing everything that happens in the classroom to help student development. The delivery of subject matter is only one of the various activities in learning as a dynamic process in all phases and processes of student development (Hasyim, 2014).

In more detail, the teacher's task is centered on educating with an emphasis on providing motivation for achieving goals, both short and long term. Furthermore, teachers provide facilities for achieving goals through adequate learning experiences, fostering personal aspects, including; attitudes, values, and self-adjustment (Hamid, 2017).

Based on a preliminary study conducted by the author at SDN Labuhanbatu Selatan district, the quality of Al-Qur'an learning activities can be viewed from two aspects, namely in terms of process and in terms of results. The activity process can be said to be successful if the teacher in the activity process is able to actively involve most of the students. Meanwhile, in terms of results, it can be said to be successful if the lessons given are able to change students' learning behavior towards better competency mastery.

In the above context, the teacher conducts additional lessons that are carried out outside of class hours, namely by holding extracurricular activities to read the Koran which are carried out from Monday to Saturday. This is so that students can further improve their ability to read, and understand about the materials that exist in the field of Islamic studies. In fact, to make it possible for students' scores in the field of Islamic religious

education to be in accordance with the KKM, the South Labuhanbatu Regency Education Office held Extracurricular Activities to Read the Koran outside and inside the lesson.

In fact, studies on extracurricular activities and elementary age students' understanding of the Koran have been researched by previous researchers. Among them discussed aspects of the level of effectiveness (Achda, 2020), the role of the Al-Qur'an reading guidance program (Munir & Ashoumi, 2019), BTQ extracurricular activities for special needs (Sari & Mahfudh, 2019), extracurricular roles in the form of a Saturday-Saturday boarding school. Sunday to support students' understanding of the Koran (Fauzi & Khoiriyah, 2018), as well as BTQ extracurricular activities and their relationship with PAI learning achievement (Irawati, 2010).

Looking at the *literature review* above, further research efforts are needed to fill in the gaps in previous research related to extracurricular activities and understanding of the Al-Qur'an for elementary age students, namely aspects of implementing BTQ policies from the related Education Office in an area / region. For this reason, the author tries to identify the extent to which the policies of extra-curricular educators are implemented in an effort to improve the understanding

of the Al-Qur'an for elementary age students at SDN South Labuhanbatu Regency.

B. METHOD

Based on the problems that have been stated above, it is known that this study seeks to obtain complete and in depth information about the implementation of the BTQ program policy in South Labuhanbatu Regency. Therefore, researchers used this type of research with a qualitative approach. This research was conducted with a strong foundation of data collection, both in the process of initial observation looking for phenomena and in the ongoing research process. Following are the stages and flowchart of the research:

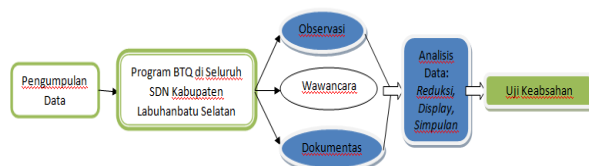


Figure 1. Stage and Research Flowchart.

C. RESULT AND DISCUSSION

1. Implementation of the Policy of the Head of Office in an Effort to Improve Understanding of the Holy Book of Islam

Efforts to increase students' understanding of the Koran from an elementary age in South Labuhanbatu Regency, refer to the Regional Regulation (Perda) Number 10 of 2015. It contains

regulations regarding the permissibility to increase the content of religious education in educational units. As stated by the Head of the South Labuhanbatu Education (Labusel) Office (Kadis):

The implementation of activities is in accordance with the mandate of Regional Regulation Number 10 of 2015, so in fact or should the education unit be obliged to carry out activities to increase understanding of the holy book, starting from the early childhood, elementary, and junior high school education levels. (Interview with the Head of the South Labuhanbatu Education Office Sahrul Tanjung M.Pd., February 13, 2020)

From the above efforts have begun to take place since May 2018 and on for selection to recruit teachers who will be in place so the teacher understanding of an increase in the scripture be it Islam, Christianity, Protestan, and Katolik, they organized it well. According to Rony (2018), teacher recruitment selection efforts need to be made systematically. The form of selection can be done offline (Febrianto & Karwanto, 2018) or online (Purwantih, et.al., 2020). Isnaini (2015) added that this selection effort is part of human resource management.

Furthermore, this program or effort cannot be separated from the allocation of implementation costs, as stated by the following Head of Labusel Education:

However, in the implementation of this, all cannot be separated from the capacity budget of the regions to allocate a budget in order to carry out the implementation of the intended activities. So as the beginning of our initial policy, we have just held an understanding of the increase in the Islamic holy book at the primary school level. That we start since May 2018 we have carried out a selection to recruit teachers who would we place so teachers understanding of the scriptures increase both the religion Islam, Christianity, Protestan, Katolik organize it well. (Interview with the Head of the South Labuhanbatu Education Office Sahrul Tanjung M.Pd., February 13, 2020)

From the explanation above, the South Labuhanbatu Regency government has just implemented an increase in understanding of the holy book limited to elementary school children and henceforth it will be programmed for junior high school and high school level students because the budget is still limited and only able for students who go to school. basic.

In line with the above, the Head of 112246 Mr. Hamlet Dalimunthe S.Pd informed the following:

Indeed, if you see in our school the students are very enthusiastic because the participants and also their parents, apart from educators in the field of religion and also honorarium teachers, prioritize character building so that parents are very supportive of this program from here we see that the teachers assigned by the department

education is professional because all of the teachers are undergraduate Islamic education and almost the average pesantren alumni. (Interview with the Head of SDN 112246 Sungai Kanan, South Labuhanbatu, February 14, 2020)

The interview excerpt above confirms that in implementing the policy there is enthusiasm from teachers and parents. In line with this, Fajri (2020) explained that parental support is very important to be given to children as a form of extrinsic learning motivation, so that the achievement of children's development can run according to the phase or stages.

In support of the above, Dalimunthe added that:

"Besides being good at writing, he is good at reading and including reading legally reciting the existing regulations in reading Arabic so it is clear that there is an increase at each level if it is like Alif Alif's level increases, he can read the AlQur'an, which is a little good at reading the Koran. fluent and also good at reading and writing or the law of tajwid, then apart from that of course it can be said that more students who have had less activity have more character in this school, meaning that there are no other activities besides this religious activity, of course there are also many changes like students the existing one is a little bit naughty so it could change a little better". (Interview with the Head of SDN 112246 Sungai Kanan, South Labuhanbatu, February 14, 2020)

Information from the interview excerpt above, confirms that there is an

increase in student understanding. In addition to being good at writing, good at reading and including legally reading recitation of the existing regulations in reading Arabic, it is clear that there is an increase at each level if it is like the level of Alif Alif increases to be able to read the Koran. In line with this, Saragih, et.al. (2020), has exemplified the schematic learning of Tajweed from the "Tree of Science" learning. Istiqomah & Mubarak (2018) also gave an example through the use of the tajweed hour media. In other words, students' understanding of the Koran begins with the introduction and knowledge stages.

Supporting the implementation of this policy, the Head of SDN 118177 Cikampak, Torgamba District, Mr. Kholid Nasution, related to the implementation of increasing understanding of the holy book to the researcher, he stated as follows:

"The implementation of the policies of the head of the South Labuhanbatu Regency education office in terms of understanding the holy book of the Koran after teachers are recruited and educated and given guidelines with the syllabus, in the field the teachers are placed in elementary schools in South Labuhanbatu almost evenly in all elementary schools in South Labuhanbatu. then the teacher coordinates with the principal where the coordination of the teacher is required to carry out teaching activities on the understanding of the holy book of

the Koran where the teachers are required to carry out teaching and learning activities for understanding the holy book of the Koran for 24 hours of lessons where this obligation must be carried out by the teachers so that it is the responsibility of teachers of understanding the holy book of the Koran. As a form of this sense of responsibility, teachers at the end of each month are required to submit an implementation report at their respective assignments and this assignment report will be evaluated periodically by the South Labuhanbatu district education office or by a team appointed by the head of the South Labuhan Batu district education office for see how far the policy has progressed. " (Interview with the Principal of SDN 118177 Cikampak, Torgamba District, Labuhan Batu Selatan, 04 August 2020)

Observing the quote above, the government's efforts through the Education Office in coordinating and evaluating teachers, this activity is given 24 hours a day and night and can be carried out in classrooms and mosques or prayer rooms. All schools are almost evenly distributed in all primary schools in South Labuhanbatu then the teacher coordinates with the principal where the coordination of the teacher is required to carry out teaching activities on the understanding of the scriptures, and the teachers provide each report to the head of the department and this report will be evaluated regularly.

Furthermore, extracurricular activities are also designed to be carried out outside of student learning hours. As stated by Ustazah Nur Lela Daulay when interviewed below:

The implementation program is carried out outside the teaching and learning activities every day starting at 2 pm, the implementation of increasing understanding of the Koran is carried out, starting from Monday to Thursday after returning from elementary school or formal school, the children take part in learning at this non-formal institution, which is an institution. which was built by the South Labuhanbatu government this institution teaches children to read, understand and memorize the Koran. (Interview with Ms. Nur Lela Daulay, Teacher at SDN 117475 Baruhur, 30 July 2020)

From the interview excerpt above, it is known that extracurricular activities are carried out outside of study hours. This activity does not interfere with the morning learning activities used Monday to Saturday after school learning does not interfere with teaching and learning activities in the classroom in the morning. In line with this, Nuryanto (2017) stated that extracurricular activities must be managed properly, especially in relation to the timing of their implementation. The management of extracurricular activities is very important to do as an effort to improve the quality of graduates (Ubaidah, 2014) and the formation of student

character (Dahliyana, 2017; Lestari, 2016; Syafaruddin, et.al., 2020).

Furthermore, in the process of implementing this policy, efforts were also made to establish cooperation with schools and the education office in terms of recruitment training for placement and monitoring. The program has so far been running smoothly, including in terms of recruitment, training, placement, and monitoring. Although in various situations there may be obstacles, thanks to good cooperation with the school and the education office, everything can still be managed well.

Based on the description above, it is understood that the policy to increase students' understanding of the Koran in South Labuhanbatu Regency is carried out well, marked by Perda No.10 of 2015 concerning the obligation of educational units to carry out activities to increase understanding of the scriptures, the enthusiasm of teachers and parents, There is an increase in student understanding, coordination and regular evaluation of educators (extracurricular), implementation time outside of study hours, and cooperation between parties.

2. The Performance of the Head of the Education Office in Improving Understanding of the Islamic Scriptures.

The Head of the South Labuhanbatu Education Office is the main figure in the succession of policies to increase students' understanding of the Islamic religious "holy book". The benchmark of a policy is that it boils down to the performance of the policy implementers, including the principal, extracurricular teachers, parents, and the students themselves.

On the basis of the above, the Head of the Service has initiated efforts to monitor and unify the perceptions of the parties regarding the policy. As the information conveyed by the head of the department when interviewed the following:

"What has been done as a control of this activity is attempted by the supervisor to be the control in the education area in the school together with the principal to take part in controlling activities related to this holy book and then as a continuation of performance improvement activities in understanding the holy book for us to unite. We train and we equate the perception in achieving the targets rather than the supervision of the holy book". (Interview with the Head of the South Labuhanbatu Education Office Sahrul Tanjung M.Pd., February 13, 2020).

As control of this activity, supervisors are strived to be the control in the education area in the school together with the principal, and participate in controlling activities related to this holy

book. Then efforts were made to common perceptions so that common targets could be achieved more effectively. In line with this, Daheri & Warsah (2019) explained that the effectiveness of a program in schools is strongly supported by the relationship between teachers and parents.

Furthermore, the Head of Office also conveyed the performance supporting factors in the form of providing incentives for educators, as stated in the interview excerpt below:

"The supporting factor in this activity is that the South Labuhanbatu district government provides honorarium or incentives of 1500,000 each month to educators to increase understanding of the scriptures without any deductions from the Labuhanbatu Selatan district. And it is received every month and the educators are given training to improve. the teacher's ability to provide material to students in their respective schools". (Interview with the Head of the South Labuhanbatu Education Office Sahrul Tanjung M.Pd., February 13, 2020)

Providing incentives, not only as a form of awareness of the need for the welfare of educators, but also as an effort to instill a sense of responsibility towards teachers (Mustakim, et.al., 2017). In line with this, Kholid, the teacher at SDN 118177 delivered the following information:

"A school principal who also has a religious education background, I

assessed and was of the opinion that the performance of the head of the South Labuhanbatu district education office in the guidance and development of deepening the Koran holy book was relatively good. This can be proven by the seriousness of the head of the South Labuhanbatu regency education office in monitoring the teachers in the field so that with the monitoring carried out by the teachers of the study of the holy book of the Koran, they have a sense of responsibility for the duties they carry. This can also be seen from the teacher who studies the Holy Koran who is placed in my elementary school where the teacher has responsibility for the task that has been entrusted and based on my assessment of the teacher's performance in the field, students have a relatively increased understanding of the holy book of the Koran, thank you." (Interview with Kholid, Teacher at SDN 118187 Ulumahaum, Torgamba, South Labuhanbatu, 04 August 2020)

Supporting the interview quote above, Riki (teacher at SDN 115501 Ulumahaum, Silangkitang district) stated that the education given to students is part of Allah's mandate. also carry out the mandate of regional regulations that have been issued by the district government. South Labuhanbatu. The following is an excerpt from the researcher interview with Ustad Riki:

"... for teacher performance, of course, in teaching we are guided by the rules conveyed by the education office, which are adjusted to the rules of the school

where we teach. I think the other friends also work according to the mandate given, because at the end of the month, we have to give an account to the South Labuhanbatu Regency Education Office". (Interview with Riki, teacher of SDN 115501 Kec. Silangkitang, South Labuhanbatu, 1 August 2020)

Internalization of a sense of trust and responsibility to teachers is the main thing that must be given, as well as facilities and infrastructure are also aspects that should be considered in improving performance and service quality for the implementation of a policy (Megasari, 2014). Based on observations, researchers still found several obstacles in the facilities and infrastructure in elementary schools that were inadequate, including schools that did not have mosques and water sources. In fact, supporting these activities is very much needed by the two school facilities. As stated by Irfan Azhari when interviewed below:

"...our performance is still constrained because let's say there is no water infrastructure that supports, so for example, we are told to enter after the entire learning process is complete, meaning that extracurricular hours when we want to make a noon prayer practice, we automatically need tap water, there are indeed several schools. The basic also other friends use like that the water is not fulfilled so let's say that the program or lesson plan we implement is constrained because of infrastructure problems, in my

opinion, so far the performance can be said to be 60% to 67% good and the rest is still needs improvement so that it can improve the quality of our understanding and services as educators." (Interview with Irpan Azhari, 02 August 2020)

With regard to performance, the Head of the South Labuhanbatu Education Office and other implementers also conduct periodic evaluations. The form of evaluation is checking reports from teachers every month through the Korwil of the South Labuhanbatu Education Office. Teachers (educators) make reports every month, teachers who focus on teaching the deepening of the Islamic scriptures already have a school administration that will be held accountable.

Supporting the above description, Rumintjap (2013) explains that evaluation is an absolute benchmark in assessing a performance. Sarpiati (2019) added that periodic evaluation can improve the performance and introspective attitude of teachers in running the mandated program. Thus, the performance of the Head of the South Labuhanbatu Education Office is considered to be quite good, as well as improvements in the aspects of facilities (infrastructure) and the quality of program services at SDNs located in South Labuhanbatu Regency.

D. CONCLUSION

The results showed that the implementation of extracurricular teaching staff policies in an effort to improve students' understanding of the Islamic religious scriptures at SDN Labuhanbatu Selatan Regency was categorized as very good, this was indicated by (1) the implementation of the policy as of May 2018, including coordination, monitoring, and evaluation of performance. teacher; and (2) Each month the teaching staff receive an honorarium of Rp. 1,500,000 from the South Labuhanbatu Regency government and are given training every six months and all honorarium teachers use the syllabus given by the South Labuhanbatu Regency Education Office.

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