Communication Planning of Education Council Managers in Increasing the Quality of Religious Education in The Digital Era in Aceh Tamiang District

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ABSTRACT

Communication planning plays a crucial role in supporting education board members in improving the quality of religious education in the digital era. The use of technology and digital platforms is effective in overcoming study time restrictions and increasing students' understanding and skills in implementing Islamic law. This study aims to reveal the communication planning of education council administrators in advancing the quality of digital-era religious education in Aceh Tamiang District through a qualitative approach using the phenomenological method. The results concluded that the planning involved six steps: field mapping, communication planning, a program to improve the quality of religious education, strategies, activities, and targets and objectives. Its realization takes two forms, namely the implementation of the communication plan and the dissemination of the plan. Obstacles to program implementation included the lack of optimal local content curriculum, but support for the qanun on the Regional Education Council and the Regulations of the Aceh Tamiang Regent, as well as collaboration with teachers, principals, school supervisors, and other institutions, were significant supports. The whole of this research shows that communication planning has structured stages to improve the quality of religious education in the digital era by recognizing variations in realization and the important role of inhibiting and supporting factors.
Keywords: Communication Planning, Improving the Quality of Religious Education, and the Digital Era

A. INTRODUCTION

Planning is an absolute process carried out to achieve future results with the stages needed to achieve them. Achieving maximum results requires planning. Planning is the initial process of implementing activities to achieve goals. Waterson in Cangara states that planning is an effort carried out deliberately, structured, and continuously to choose the best option to achieve goals. (Cangara, 2013). Therefore, planning is a process that is carried out regularly and continuously and involves selecting the best alternative to achieve the stated goals. Planning is closely related to communication as two basic concepts: planning is a concept, while communication is the process aspect of spreading messages or exchanging information. Communication planning is a conceptual framework for the process of implementing activities (Van Ruler, 2020). The importance of communication planning for institutions and organizations as a driving force in conducting research, evaluation, and analysis in formulating policies and implementing educational programs.

According to Robbins and Coutler's view in Lijan Poltak Sinambela, planning is a process that involves setting goals and objectives for activities, developing an overall strategy to achieve the goals set, and creating an overall plan structure to integrate and coordinate activities (Sinambela, 2016). Communication planning is becoming increasingly important in supporting the efforts of education board members to improve the quality of digital-era religious education in Aceh Tamiang District.

Religious education is important for changing the character of students. As part of the process of inculcating noble ethical, moral, aesthetic, and ethical values, religious education is an integral element in the implementation of Islamic law in Aceh. Institutions in Aceh must run and develop themselves in accordance with Islamic law, including educational institutions, which are the main aspect of efforts to realize religious education based on Islamic law in Aceh.

Aceh Tamiang Regency, as one of the districts that prioritizes the application of Islamic Sharia, upholds the close relationship between the application of Islamic values and the world of education (Widana, 2021). This context is increasingly relevant in the digital era, where technological transformation is an important factor in deepening religious understanding and practice. The aspiration that every student, even at the elementary level, has the ability to read the Qur'an does not only mean text literacy but also the ability to navigate in digital space. This capability is increasingly relevant as access to religious learning resources and information becomes increasingly available through online platforms.

In Alyasa' Abubakar's Mujiburahman, in the context of enforcing Islamic law in education, it is recommended that all students starting at the elementary level be able to read

the Qur'an, understand Islamic values internally, apply Islamic teachings in everyday life, create an Islamic school environment, and integrate religious and general education curriculum (Mujiburahman, 2017).

Realizing quality religious education through various efforts requires planning in efforts to develop quality religious education. Planning is closely related to communication, which means that programs to improve the quality of education can reach their intended targets.

Based on the results of an interview with Chairman I of the Aceh Tamiang Regency Regional Education Council, the local content curriculum in educational units implemented in schools in Aceh Tamiang Regency contains a curriculum for reading and writing the Qur'an and Tamiang cultural customs. This program has long been initiated by the government, religious leaders, and traditional leaders, especially assembly administrators, so that school-aged children can read the Qur'an well and correctly and understand Tamiang cultural customs.

In this context, digitization plays an important role. Local content curricula can be prepared by utilizing digital technology to give students access to religious education materials in a more interactive and interesting way. The use of digital learning applications, educational videos, and online platforms can help students understand religious teachings and practice them in everyday life.

B. RESEARCH METHOD

This study uses qualitative methods through a phenomenological approach. According to Hegel, phenomenology relates to knowledge that arises from awareness, namely knowledge that describes what a person understands in his awareness and experience (Hasbiansyah, 2005). The approach used in this study is qualitative. The data needed for the research was collected through interviews with relevant and representative informants or sources and documentation studies (Salim & Syahrum, 2012). The location of this research was Aceh Tamiang Regency, especially at the Regional Education Council (MPD), with the reason that this research was located at the researcher's residence, making it easier to obtain data in the field.

C. RESULTS AND DISCUSSION

Communication Planning for Education Council Management in Improving the Quality of Digital Era Religious Education in Aceh Tamiang District

Planning involves the process of determining the goals to be achieved and designing the steps to achieve them. In this case, planning determines the results that can be achieved by making plans and planning their implementation so that the goals set can be achieved (Syafaruddin, 2015). Thus, communication planning must be linked to the educational council

management program in improving the quality of religious education, strategies, and activities in an effort to improve the quality of education in Aceh Tamiang Regency. Communication planning for the management of the Aceh Tamiang Regency Education Council can be based on six steps, namely:

1. Filed Mapping

   Before planning communication, the management of the Aceh Tamiang Regency Education Council carried out field data mapping. This data includes the number of formal, informal, and non-formal schools, totaling 615 public and private schools, as well as 106 informal and non-formal education programs. These commissions will play a role in coordinating, supervising, and developing education at various levels and types. This step aims to improve the efficiency, effectiveness, and quality of education management as a whole.

2. Communication Planning

   The management of the Aceh Tamiang Regency Education Board has carried out communication planning based on an analysis of the situation in the area's schools. This shows readiness and planning for carrying out activities carefully. The importance of communication as a means of disseminating relevant information is highly recognized by the board of education councils.

3. Education Quality Improvement Program

   Communication planning for educational council administrators involved in improving the quality of religious education, carrying out programs in annual programs, and incidental programs In order to improve the quality of religious education, the board of directors carries out programs including: Maghrib Qur'an (*Mengaji ba'da Maghrib*), Strengthening Education with Islamic Character, Local Content Curriculum (reading and writing the Qur'an and Tamiang cultural customs), Guidelines for Implementing Islamic Sharia in Schools, Child Friendly School (SRA)

4. Define Strategy

   The board of education councils adopted a comprehensive communication strategy to improve the quality of religious education. Boards of education councils implement a comprehensive communication strategy as part of efforts to improve the quality of religious education. This strategy includes the stages of planning, organizing, implementing, and evaluating programs by involving all board members

in the decision-making process. In order to reach a collective agreement, this process involves commission-level meetings as well as plenary meetings.

Finally, there is an Islamic communication approach that allows administrators of educational councils to communicate by considering Islamic values and principles. In the context of religious education, this approach can assist in conveying messages related to religious and moral values.

By implementing these various approaches, education council administrators can optimize their efforts to improve the quality of religious education, ensure important messages are conveyed clearly, and gain the necessary support from various related parties. Implementation of local content curricula in primary and secondary schools (SD) MI, SMP/MTs, SMA/SMK/MA) involves collaboration between education council administrators, teachers, school supervisors, and various related institutions and agencies such as MPU, MAA, the Ministry of Religion, the Dayah Education Office, and the Islamic Sharia Office. The participation of community leaders and experts in the history of Aceh Tamiang is also taken into account. This curriculum material is not only in textbook form but is also presented in an online format, such as a blog, for easy access and use.

5. Determining Activities in Efforts to Improve the Quality of Religious Education

Determining activities in an effort to improve the quality of religious education is a communication plan for education board members to improve the quality of digital-era religious education in Aceh Tamiang District. First, activities are made based on the results of decisions and the formation of activities to be carried out in the current year, carried out based on the results of public hearings on educational issues in the community and the monitoring and evaluation of education council officials. Second, incidental activities are activities that, at certain times, urgently need to be carried out in the current year in the education council management program.

6. Setting targets and goals

From the results of observations made, there has been an increase in the quality of religious education in education units with the Education Office's programs. Programs to improve the quality of religious education have been running well, according to plan. Education council administrators, in their duties as stated in Aceh Tamiang Regency Qanun No. 2 of 2021 concerning Amendments to Qanun Number 11 of 2013 concerning the Organizational Structure and Work Procedure of the Aceh Tamiang Regency Regional Education Council, article 1 letter (i), supervise and

evaluate the implementation of educational policies and programs. (Aceh Tamiang Regency Qanun No. 2 of 2021 concerning Amendments to Qanun Number 11 of 2013 concerning the Organizational Structure and Work Procedure of the Aceh Tamiang Regency Regional Education Council, 2021).

Realization of Communication Planning for Education Council Management in Improving the Quality of Digital Era Religious Education in Aceh Tamiang Regency

The realization of communication planning shows that the planned messages have been successfully conveyed clearly to the target audience. Positive responses from educators, students, parents, and the community show support and active participation in the communication program being implemented. The realization of communication planning has also resulted in increased understanding and quality of digital-era religious education in Aceh Tamiang District. Active participation from stakeholders and positive evaluations show success in achieving the goals that have been set. The design is described below:
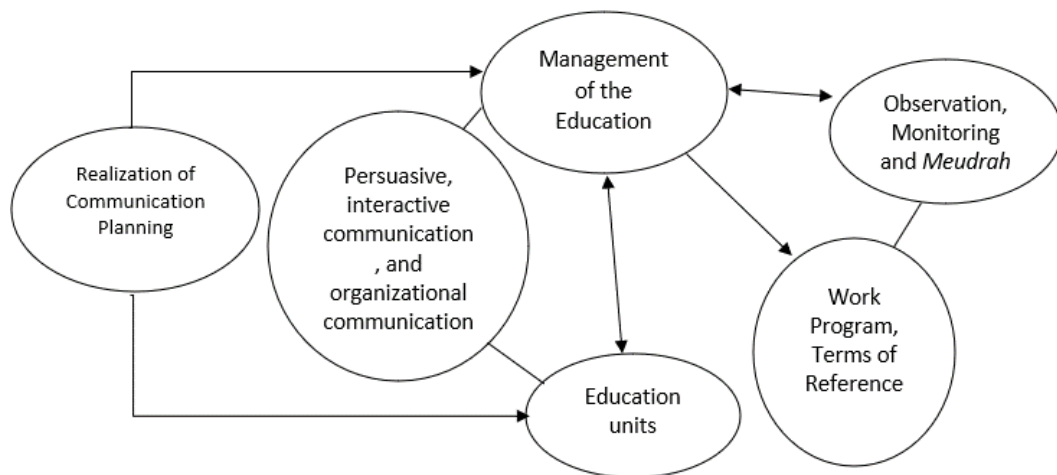

Figure 1.Realization Model for Communication Planning for the Management of the Education Council of Aceh Tamiang Regency

The figure above shows the education council administrators realizing communication planning based on the results of observations at school, monitoring at school, and issues from the community related to education (*meudrah*). The education council administrators use this information as a basis for realizing communication planning. This strategy is used to produce programs to improve the quality of religious education and regulate the work reference framework in each work program application.

Apart from that, the education council's management uses an organizational communication approach. Organize and manage communication with schools, education offices, and religious institutions to ensure harmony and smooth implementation of programs to improve the quality of religious education. This approach involves effective coordination, a clear division of tasks, and good information management between education board administrators and related parties. By applying persuasive communication, interactive communication, and organizational communication approaches, educational council administrators strive to create effective communication and ensure the successful implementation of programs to improve the quality of religious education.

The picture above shows the education council administrators realizing communication planning based on the results of observations at school, monitoring at school, and issues from the community related to education (*meudrah*). The education council administrators use this information as a basis for realizing communication planning. This strategy is used to produce programs to improve the quality of religious education and regulate the work reference framework in each work program application.

Realization in Socializing Communication Planning to Improve the Quality of Digital Era Religious Education in Aceh Tamiang Regency

Realization in socializing communication planning to improve the quality of religious education is an effort made by the board of education councils in socializing religious education programs such as reciting the evening prayer, strengthening Islamic character education, local (Zaini & Syafaruddin, 2020), content curriculum (reading and writing the Qur'an and Tamiang cultural customs) (Said, 2023), and guidelines for implementing shari'a Islam in schools and child-friendly schools . To find out how far the realization of the planning has been carried out, it can be described as follows:

1. Realization of the Maghrib Qur'an Recitation Program

   Improving the quality of digital-era religious education in Aceh Tamiang Regency requires sustainable planning. The results will be felt in the years to come. Realization in socializing the improvement of the quality of religious education was focused on the socialization of the *maghrib* recitation program at the public and private SD/MI and SMP/MT levels through the role of school committees in all regional and school coordinators under the Ministry of Religion in Aceh Tamiang District .

2. Realization of Strengthening Education with an Islamic Character

The realization of communication planning for the Education Council management to strengthen education with an Islamic character is carried out by various activities such as: scientific discussion, public lectures at meetings of the school principals' working group (k3s sd) and school principals' working conference (mkks, smp, and sma), in the role of supervisor of flag ceremonies on mondays at schools, put up banners in 12 sub-districts in the Aceh Tamiang Regency area.

Character education involves the formation of one's natural character by responding to situations morally through concrete actions that reflect good behavior, honesty, responsibility, and respect for others. In the context of Islamic thought, character education is related to faith and ihsan and emphasizes the importance of habits that are continuously practiced. (Abbas, 2014)

The message strategy that was formed to strengthen education with an Islamic character was carried out by the education council management through a visit on Monday as the supervisor of the flag ceremony on Monday based on a letter of assignment from the chairman of the regional education council to all levels of education, SD/MI, SMP/MTs, SMA/SMK, and public and private MA in the Aceh Tamiang Regency area.

3. Realization of Local Content Curriculum (Reading and Writing the Qur'an and Tamiang Cultural Customs)

The education council management is carrying out efforts to socialize a local content curriculum that includes reading and writing the Qur'an and Tamiang cultural customs in all educational units in Aceh Tamiang Regency. In this socialization, the education council administrators communicate and coordinate with related institutions and agencies such as the Education Service, Islamic Sharia Service, Ulama Consultative Council, Aceh Traditional Council, and the Aceh Tamiang Ministry of Religion. Through meetings, discussions, and other communications, explain the objectives and benefits of using the local content curriculum. In this process, the education council administrators act as communicators who present academics, community leaders, educational, religious, and cultural figures, as well as coordinate with related institutions and agencies to ensure broad understanding, support, and implementation. The final goal is to adopt this locally content curriculum in all educational units in Aceh Tamiang Regency.

4. Realization of Islamic Sharia Guidelines in Schools

Education council administrators implement Islamic sharia guidelines in schools by involving various institutions and agencies, including the Ministry of Religion

of Aceh Tamiang Regency, the Education and Culture Service of Aceh Tamiang Regency, the Dayah Education Service of Aceh Tamiang Regency, the Ulama Consultative Council (MPU) of Aceh Tamiang Regency, as well as supervisors from the Ministry of Religion. Board of Education administrators communicate and coordinate with these institutions to ensure effective implementation.

The Ministry of Religion has an important role in providing direction and support regarding religious aspects in schools. The Aceh Tamiang District Education and Culture Office is responsible for managing education in the region, so communication and coordination with it are important for program synergy. The Dayah Education Service has a special role in Islamic religious education in the Dayah-Dayah, while the Ulama Consultative Council (MPU) provides religious input. Supervisors from the Ministry of Religion monitor program implementation. Through this communication and coordination, the education council management ensures effective and integrated collaboration in implementing Islamic sharia guidelines in schools (Wirawan, 2019).

5. Realization of child-friendly schools

The management of the education council socializes the child-friendly school during a visit to the school on Monday as the ceremonial supervisor. Socialization by education board administrators in schools aims to create a child-friendly school environment where students feel safe, comfortable, and happy to be at school. This is emphasized: Safe and Comfortable Environment: Schools must be clean, neat, and safe so that students feel comfortable studying and playing and contribute to optimal self-development, Kinship and Togetherness: socialization encourages positive relationships between school members based on kinship and togetherness without discrimination, creating a harmonious learning climate and supporting student development, commitment to vision and mission: the school community's commitment to the school's vision and mission is the key to achieving educational excellence, building enthusiasm, motivation, and better cooperation., effective coordination and communication: good coordination and communication between parties in the school are important for synergy and the timely exchange of information, ensuring efficient cooperation (Tarmini et al., 2023).

Child-friendly schools prevent bullying and support the development of children's talents. This socialization aims to create a school environment that supports students' holistic

growth in all aspects, including academic, social, and emotional. This will motivate students to actively participate in school and create positive experiences in the educational process (Susanto, 2022).

Inhibiting and Supporting Factors for the Communication Planning of Education Council Management in Improving the Quality of Religious Education in the Digital Age

1. Inhibiting Factors

    There are several inhibiting factors in communication planning by education board administrators, which involve external factors such as limited authority and technical obstacles in the field. To overcome these factors, steps have been taken, such as communicating with the authorities, advocating for the community, establishing partnerships with related institutions, developing strong arguments, and participating in the legislative process or policy changes. However, there are obstacles to implementing programs to improve the quality of religious education due to technical factors that are not included in the duties and authority of the education council administrators.

    First, the maghrib recitation program faces several obstacles, which were identified from the results of observations by education council administrators. The two inhibiting factors are: The impact of developments in media and technology, including the use of smartphones and social media, may influence student participation in the Maghrib Qur'an recitation program.

    Second, the local content curriculum (reading and writing the Qur'an and Tamiang cultural traditions) has not been fully implemented in all elementary, MI, and SMP/MTs education units in Aceh Tamiang Regency. The District Government has issued Aceh Tamiang Regent Regulation Number 12 of 2022 as a regulation for the curriculum. Monitoring and supervision of the implementation of local content have been carried out in 137 SD/MI and 46 SMP/MTs. The aim is to assess the level of implementation of this curriculum and identify the obstacles that arise.

    Third, the guidelines for implementing Islamic law in schools need to continue to be disseminated to religious teachers, especially with regard to time management and infrastructure in schools. Fourth, the strategy carried out by educational council administrators in child-friendly schools is to provide socialization by visiting schools.

2. Supporting Factors

    First, the supporting factor for the communication planning of the educational council administrators is Qanun No. 11 of 2013 and its amendments (Anggriani, 2011). This

Qanun determines the organizational structure and work procedures of the Regional Education Council of Aceh Tamiang Regency and provides authority to regulate religious education programs. With this legal basis, education council administrators can communicate and coordinate with various related institutions, including the Education Service, Islamic Sharia Service, and others. The Qanun provides a solid foundation for planning and implementing religious education programs effectively in the region, supporting improvements in the quality of religious education.

Second, another supporting factor is the Regulation of the Regent of Aceh Tamiang No. 12 of 2022 concerning local content curriculum in education units. This regulation provides clear guidelines regarding the implementation of local content learning in Aceh Tamiang District. Education board administrators can use this regulation as a basis for explaining the importance and benefits of local content learning to various parties as well as coordinating implementation efforts with related institutions. This rule is the basis for planning effective communication in conveying information and ensuring mutual agreement in implementing local content learning, which includes reading and writing the Qur'an and Tamiang cultural traditions. Third, the active support of teachers, principals, and supervisors strengthens the communication planning of education council administrators. Teachers have an important role in implementing religious education programs; school principals play a role in conveying important messages to the school community; and supervisors help monitor and support program implementation. With this support, education board members can effectively improve the (Naim et al., 2022) quality of religious education in Aceh Tamiang District. Fourth, continuous communication and coordination with related institutions is an important factor in supporting communication planning for educational board administrators. Through continuous communication, education board administrators can obtain the latest and most relevant information to use in planning. Continuous coordination also ensures harmony in the implementation of religious education programs and enables effective collaboration to improve the quality of religious education in Aceh Tamiang District.

D. CONCLUSION

Based on the analysis and study of communication planning for educational council administrators in improving the quality of digital-era religious education in Aceh Tamiang Regency, it appears that this planning involves several important stages. First, the field

mapping stage was carried out by collecting data on various schools, both formal and informal, in the area. This step provides the basic information needed to plan further steps. Second, communication planning is formed by considering the communicator's strategy, message, media, and communication. In this case, programs to improve the quality of religious education are carefully designed, including evening Qur'an recitation, Islamic character education, local content curriculum, guidelines for implementing Islamic law, and a child-friendly school approach. Various appropriate communication strategies are chosen, such as persuasive approaches, face-to-face communication, organizational communication, and Islamic communication. Third, the stages of the program to improve the quality of religious education are realized through activities that cover various aspects of the planned program. Socialization of these programs is also an important part of this stage, where communication based on observation, monitoring, and community issues related to education becomes the basis for further development. On the other hand, the support of supporting factors, including the existence of qanuns and regent regulations that provide a legal basis, as well as the active participation of teachers, supervisors, school principals, and related institutions and agencies, also provide impetus in the implementation of communication planning.

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