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# EDUKASI

JURNAL PENELITIAN PENDIDIKAN AGAMA DAN KEAGAMAAN

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## PEMBINA:

Kepala Badan Litbang dan Diklat

## PENGARAH:

Kepala Puslitbang Pendidikan Agama dan Keagamaan

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## LAYOUT DAN DESAIN COVER:

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# INTRODUCTION

With sincere gratitude to God the Creator, even in the pandemic atmosphere of COVID-19 which swept the world, including Indonesia, especially Jakarta as the epicenter of the outbreak, the Education Journal Team was able to complete the process of publication of volume 18 number one, April 2020. pandemic COVID-19 requires that all clerks and employees, including researchers and journal editors to work from home Education. There were no meetings and discussions like the previous year, which was held at the Office of the Center for Religious Education and Religious Research Ministry of Religion of the Republic of Indonesia. This time everything was done in their place/home using internet facilities, such as the Whatsapp, Zoom and Skype applications. As a journal that has implemented the Online Journal System (OJS), of course, this is fun and enjoyed with a different taste.

Education: Journal of Religious and Religious Education Research, volume one volume 18 the year 2020, which is published today, still contains eight articles, namely: 1) Islamic Identity and Education in the Era of Aceh Special Autonomy; 2) Ideas Development of Maritime-Based Islamic Boarding Schools Education in Banten; 3) Madrasah Wiwitan in Baduy Luar; 4) Development's Roles of Character Education Towards Religious Education in Universities; 5) Child-Friendly Education; 6) Curriculum Development of Formal Diniyah Education; 7) The Implementation of Holistic Education in Amanatul Ummah Islamic Boarding Schools; and 8) Influence of Leadership, Motivation, and Compensation to Performance Lecturer.

The first article was entitled, "Islamic Identity and Education in the Era of Special Autonomy in Aceh", written by Amaliah Fitriah. This article investigates education in the political perspective of the identity of the people of Aceh after the implementation of Special Autonomy (Otsus) and Islamic law. Amaliah Fitriah views that the nature of education in Aceh is a legacy of conflict, and has always been an arena of identity contestation in the history of relations between Aceh and Jakarta. In this article, it is discussed

how far the implementation of Otsus and Islamic Sharia has shaped or changed the construction of Aceh's identity, which is reflected through changes in the Aceh education system. Data were obtained from four months of qualitative research in two districts/cities in Aceh Province, Banda Aceh and Bireuen, with data collection techniques in the form of half-structured interviews, *Pairwise Ranking*, and document analysis. This study found that there were significant changes in the curriculum and structure of education in Aceh as a result of Otsus. These changes can be seen in the accommodation of Islamic curricula in public schools and the integration of dayah education into the Aceh education system, which shows a reaffirmation of Islamic identity in education. Interestingly, this did not lead to the overall Islamization of the Aceh education system. Instead, a 'hybrid' education system has been formed which encourages the integration and convergence of Aceh's Islamic identity with the secular education system.

The second article discusses "The Idea of Developing Maritime-Based Islamic Boarding Schools in Banten". Written by Muhamad Murtadlo with a focus of study on the readiness of the pesantren world to respond to the idea of Indonesia as a maritime nation and want to manifest itself as the world's maritime axis. Research questions are formulated to answer how understanding of maritime concepts is constructed and implemented by pesantren in the context of religious education services. This research is qualitative research, by taking the case of pesantren in Banten, namely pesantren bisnis.com Istana Mulia Serang Banten. This pesantren promotes its institution as a maritime pesantren. This study concludes that pesantren in coastal areas in Indonesia do not yet understand and understand maritime ideas in the context of religious education. The government, through the Ministry of Religion, needs to make many breakthroughs to socialize better and start educational development related to maritime affairs.

The third article was written by Iyoh Mastiyah, with the section titled "Madrasah

Alam Wiwitan in Outer Baduy (Case Study of Tsanawiyah Alam Wiwitan Madrasah in Cicakal Girang Lebak Banten). This paper is the result of research that reveals the role of madrassas in providing educational services to the Baduy community in Cicakal Girang. This study uses qualitative methods with data collection techniques through interview, observation and documentation guidelines. Research findings show that Girak Cicakal is one of the villages *assisting* for Baduy people who violate customary rules or for moving. But they are still bound by *pikukuh* (regulations) custom. Because they are in the land *communal* (power) of Kanekes (Baduy). The people who live in Kanekes are unique, where all the inhabitants are Muslim, whereas traditionally they are still bound by the *tribe* Baduy who have Sundanese Wiwitan beliefs. The famous Baduy community still considers taboo on formal education. But in reality, in the region, there are madrassas as legal education units that provide education services to children

The next article discusses "Models of Character Education Development Through Religious Education in Higher Education". This is a case study at Serang Raya University. Written by Siti Muhibah. This study aims to determine the pattern of character education development in Islamic Religious Education learning. The study was conducted at Serang Raya University, Banten in 2019, using a qualitative approach. Data obtained by interview, observation and document techniques. Interviews were conducted with the leaders of the college campus administration staff, religious education lecturers, and students. The results of this study found that the development of character education is implemented through learning in the classroom and student activities, using interactive discussion methods, habituation, exemplary and discipline. The availability of PAI lecturers and campus facilities is a supporting factor for the implementation of character education while the inhibiting factors include attitudes and behaviours of students who are less serious in participating in religious activities because they are more focused on science development activities, as well as heterogeneous students.

The fifth article was written by Toni Pransiska, with the title "Child-Friendly Education (Prototype of Multicultural Education at Mizan Amanah Orphanage in Yogyakarta). This article discusses the Multicultural education model at the Orphanage in the Yogyakarta branch of Mizan Amanah. This study uses a qualitative research paradigm with the type of *field research*. The research data were obtained and collected through *in-depth interviews* with informants, observations and documentation. The education and coaching model in this institution can be used as a *role model* or prototype in constructing child-friendly orphanages. The findings in the field show that this foundation has a vision and mission that leads the people to the welfare and character building of the nation's generation. The foundation's multicultural education model is carried out through educational and learning activities, self-development, and social care. Also, multicultural values internalized to students are valued equal, mutual respect, togetherness, cooperation, help, justice, equality and other positive character values.

The sixth article was written by Saridudin, entitled "Development of Formal Diniyah Education Curriculum: Case Study on Formal Diniyah Education Ulya Zainul Hasan Probolinggo". This study aims to determine the curriculum development model developed by Formal Diniyah Education (PDF) Ulya Zainul Hasan Genggong Probolinggo, East Java Province. This research is qualitative research with a case study approach. Data collection is done by observation, interview and document search. This research resulted in the finding that PDF Ulya Zainul Hasan succeeded in developing his curriculum not only in mastering the yellow book and religious experts (*mutafaqquh fiddin*) but also oriented towards the development of *life skills*. Some activities *life skills* that have been developed include computer engineering, body management training, cooperatives, pencak silat, marawis and hadrah art. Also, several extracurricular activities were designed, including the Bahsul Massail group, Arabic language guidance, khitobah guidance, and Hajj ritual training. This success was supported by several factors such as the

context of the PDF policy, the input of students and religious teachers, the learning process and the output of the PDF which was able to give color to the social life of pesantren and society. This research suggests that related educational institutions continue to socialize PDF on a massive scale through various channels, both the Ministry of Religion, the Ministry of Education, Islamic boarding schools, and the general public, so that PDF gets full recognition and creates *brand image* a positive about Formal Diniyah Education.

The next article is entitled "Implementation of Holistic Education at Amanatul Ummah Mojokerto Islamic Boarding School". Written by Muhammad Anas Ma'arif, and Ibn Rusydi. This study aims to describe and analyze the implementation of Amanatul Ummah holistic education which is explored in terms of educational objectives, curriculum, learning methods, educators and evaluations. This study uses a qualitative research approach to the type of case studies, namely describing and analyzing the implementation of holistic education in the Islamic Boarding School of Amanatul Ummah Mojokerto. Research Results from The implementation of comprehensive training in the Islamic boarding school Amanatul Ummah Mojokerto is carried out rigorously, responsibly and disciplined in carrying out everything. The application of the whole education process from several elements includes 1). The purpose of education, in general, is to form an entire person who behaves, especially while specifically covering. Become a cleric, become a conglomerate, make a national leader, become a professional in your field. 2) the curriculum implemented uses an integrative curriculum between the national curriculum and the

muadalah curriculum of Al-Azhar Egypt standard. 3) Educators are required to be professional and have a stable personality to become role models for students. 4), the method applied varies, including traditional techniques and contemporary practices. 5). Evaluation: the evaluation is carried out weekly, monthly, per semester and annually. All elements of education are evaluated to realize the pesantren's vision and mission.

The last article was written by Yudha Nata Saputra, entitled "The Effect of Leadership, Motivation, and Compensation on Lecturer Performance". This study analyzes the effect of these three factors, both partially and simultaneously on lecturer performance. The research method used was the *explanatory survey*. The findings of the study found that there is a significant effect of leadership variable (X1) on the performance of lecturers (Y) of 27.39%, a considerable influence on the motivation variable (X2) the performance of lecturers (Y) of 26.69%, there is a significant effect of the variable compensation (X3) on the performance of the lecturers at 21.03%. In comparison, the three simultaneous impacts of 73%, which means the better the perception of lecturers on the three variables above, its performance will be better. To strengthen leadership positions, the Chairperson of STT needs to provide opportunities for lecturers to convey their wishes and hopes to the institution. To increase the motivation of lecturers, the chairperson needs to give appreciation to the lecturers for their efforts in carrying out their duties. In determining compensation to lecturers, it should be done fairly. Then to improve the performance of lecturers at STT, it is necessary to develop a lecturer performance evaluation system.

Jakarta, 27 April 2020

**Chief in Editor**

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Hayadin