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ALAMAT REDAKSI

Puslitbang Pendidikan Agama dan Keagamaan,
Badan Litbang dan Diklat Kementerian Agama RI
Jalan MH Thamrin Nomor 6 Jakarta Pusat.
Telp. & Fax. 021-021-3920379
e-mail: jurnaledukasikemenag@gmail.com

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INTRODUCTION

All praise is due to Allah, with gratitude to God Almighty, the third issues of volume 17 in 2019, can be published on time. This issue contains 8 articles, there are: 1) Structure of Pureness, Cultural Shifting and Space Queer: Analysis of Veiled Student Behaviour; 2) The Influence of Spirituality on Teacher Performances Through Psychological Capital at Junior High School of Muhammadiyah Magelang; 3) The Innovation of Madrasah Through it's Research Enforcement; 4) Religious and Religious Education in Vietnam: A Case Study of Madrasah Al-Nur and Darussalam Boarding School; 5) The Training and Education Implementation on Madrasah Teacher's Performance in Gorontalo; 6) The Evaluation of Training for Promoting Competence of Teacher Performance Assessment and Continuous Professional Development; 7) The Hidden Curriculum in Islamic Religious Education Learning; 8) Transfer of Training Alumni of Technical Substantive in Classroom Action Research at Denpasar Religious Training Center.

The first article was titled "Structure of Pureness, Cultural Shifting and Space Queer: Analysis of Veiled Student Behaviour" written by Munawar Ahmad and friends. This article aims to explain the case of female college students who wear the veil at the campus area and deal with the prohibition of the college leadership. This field was research on several UINs, conducted in 2018 at several state Islamic universities (UIN) in the regions of Java, Sumatra, Kalimantan and Sulawesi. The analysis of data and facts in this field was developed based on the theory of chastity structure developed from the structure of feeling. The results was showed that the female student's veil dressing behaviour was driven by a changing spirit or moving to be or feel holy. They cannot compromise with campus rules, because can't to separate between private and public spaces. They have a unique logic of space, which is all space as a place of sharia enforcement.

The second article was entitled "The Influence of Spirituality on Teacher Performances Through Psychological Capital at Junior High School of Muhammadiyah Magelang", written by Idi Warsah. This study aims to determine the role of spirituality in teacher performance seen from the organizational commitment of Muhammadiyah Middle School teachers in Magelang Regency. The results showed that: (1) Spirituality has a very significant role in influencing teacher performance through organizational commitment, Muhammadiyah Middle School teachers in Magelang Regency; (2) Spirituality directly affects teacher performance, although not as much as if it is through organizational commitment variables; and (3) Teachers who have high spirituality will have good performance because they have high organizational commitment.

The third article was written by Umul Hidayati, entitled "The Innovation of Madrasah Through it's Research Enforcement". This research was motivated by the 2013 Ministry of Religion Suryadharma Ali's policy on the Madrasah Research Program. But apparently, this policy is not accompanied by other systems that support it such as the preparation of implementation guidelines as a reference for the implementation, budgeting policy, provision/guidance of personnel, and the provision of adequate infrastructure. This then raises problems for madrasahs that are starting to pilot research madrasahs, so that the implementation cannot be carried out optimally. The results showed that the pioneering research madrasahs at MAN 1 Jemberana had been carried out conscientiously. However, the research activities had not been running optimally because there were still several constraints such as the lack of a particular research budget available from the Budget Implementation Entry List (DIPA), not yet open specific research space, not yet available research advisors, limited laboratory assistants, and

lack of operational guidelines/technical guidelines to guide implementation.

Furthermore, the article entitled "Religious and Religious Education in Vietnam: A Case Study of Madrasah Al-Nur and Darussalam Boarding School" was written by Wahid Khozin. This research was conducted in Vietnam with a focus on religious and religious education institutions. As a socialist country, with a Muslim population of only about 0.1 %, Vietnam has spiritual and religious education institutions in the form of madrassas and boarding schools. Al-Nur Madrasah is located in Ho Chi Minh City while Darussalam Islamic boarding school is located in Tay Ninh province about 200 Km from Ho Chi Minh City. Madrasah Al-Nur organizes learning with a classical system that is housed in the Jamiul Anwar mosque. Each class is divided into scientific groups, not age. Students sit on the floor, each using a small and short table. Learning material includes Aqidah-Morals, Fiqh, Date, Arabic, Malay and the art of reading the Qur'an. For Darussalam Boarding School, it uses a classical system such as a formal school. Learning materials include Tahfidz, Fiqh, Aqidah, Malay and Arabic. Both madrasa and Boarding School have been recognized institutionally by the government. Still, their diplomas have not, in the sense of not being able to continue to higher education if only armed with madrasa and Boarding School diplomas.

The fifth article was written by Mujizatullah and Mustolehudin, entitled "The Training and Education Implementation on Madrasah Teacher's Performance in Gorontalo". This study aims to determine the effect of education and subject training on improving the performance of madrasa teachers in Gorontalo City. The method used in this study is survey and quantitative methods. The results showed that: the implementation of education and training of madrasa teachers in Gorontalo City influenced teacher performance. The influence is that the teacher has an increase in pedagogical competence, personal competence, professional competence, and social competence after attending education.

Respondents explained that widyaiswara was able to convey the material well with a score of 4.4. Widyaiswara understands and understands the aims and procedures of conducting education and training so that the academic qualifications of Widyaiswara are following their main tasks by involving competent and professional instructors. However, there were still several lecturers in the implementation of the training which were considered to be inadequate in bringing the material. Also, the availability of teaching materials for training participants is still regarded as inadequate

The sixth article was written by Ai Nurjanah, entitled "The Evaluation of Training for Promoting Competence of Teacher Performance Assessment and Continuous Professional Development". This study aims to determine the effectiveness of the implementation of substantive technical training to improve competence in Teacher Performance Improvement and Continuing Professional Development which is held at the 2017-2018 Bandung Religious Training Center using the Kirkpatrick model. This research uses a mixed-method a concurrent embedded with a descriptive approach with a population of 330 and a sample of 77 people. The results of the research at level 1 (reaction level), participants' reactions to the training providers have an average satisfaction index of 82.12 (good). The response of participants to widyaiswara on average was 82.80 (good). At level 2 (Learning level), evaluation of the knowledge aspects of the results of the t-test on the data pre-test and post-test has a correlation of 0.34 with a significance level of 0.003, indicating that the training has succeeded in increasing the training participants' knowledge. In the aspect of skills, the average product rating is 91.66 (very good) in the perspective of attitude an average score of 88.6 in (good). Evaluation at level 3 (behaviour level), the average t-score was 61.96% (47 training alumni stated that the training results had a good influence). From the results of the triangulation of the Post Training Evaluation, the training alumni generally gave positive statements, while colleagues and superiors, in general, gave negative comments. Evaluation at stage 4 -

result level, the evaluation results show an average percentage of t-scores of 63.64% or 49 alumni who claim to be able to obtain credit scores.

The seventh article is entitled "The Hidden Curriculum in Islamic Religious Education Learning" by Caswita. This article examines the application of a curriculum that integrates a written curriculum (and a hidden curriculum) in SD Al-Muttaqin Tasikmalaya. This research uses a qualitative approach with a case study approach. Data sources were obtained by interviewing, observing, and analyzing documents conducted at Al-Muttaqin elementary school in Tasikmalaya. Secondary sources in the form of books, journals, articles and other scientific works. The findings of this study indicate that the first school paid less attention to the hidden curriculum in the learning of Islamic Religious Education (PAI).

In contrast, the hidden curriculum had a significant influence on the success of PAI learning. Second, PAI learning which combines the written curriculum and hidden curriculum will produce education that is more applicable and contextual. The findings of this study indicate that SD Al-Muttaqin as a private Islamic school has implemented a curriculum that combines written (written curriculum) and hidden curriculum (hidden curriculum) well, to produce effective learning. This is evident from the achievements of the PAI always superior

compared to other schools in the city of Tasikmalaya

The last article is "Transfer of Training Alumni of Technical Substantive in Classroom Action Research at Denpasar Religious Training Center" by Amalia Puspayanti. This research is a descriptive ex-post-facto qualitative research that aims to obtain a picture of the transfer of training by alumni of the Substantive Technical Education and Training (Classroom) Classroom Action Research (CAR) Denpasar Education and Training Center. The results showed that the transfer of training by alumni was carried out by continuing the proposals made during the training, which in practice were carried out immediately after the training (less than or up to 6 months) and some were up to 1 year. Training transfer is influenced by the characteristics of training participants (which include cognitive abilities, motivation, self-efficacy, and orientation of the benefits of training), training design, and work environment. Therefore, it needs to be conditioned through the realization of the Follow-up Action Plan (RTL) to the maximum and continue until the implementation of the PTK seminar. In line with the conclusions of the study, it is recommended to further intensify the transfer of training by the PTK Substantive Technical Training alumni. Widyaiswara should continue to provide guidance and motivation to the alumni to follow up on the results of the practice.

Jakarta, 13 December 2019

Chief in Editor

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Hayadin