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## Career Development of Islamic Religious Education Lecturers at State Universities

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**Abstract:** The development of Islamic Religious Education/ PAI lecturers at state universities (non-religious public institutions of higher education). Depends on how the university locates the PAI institution. The purpose of this study is to find out the model for developing Islamic Religious Education lecturers at state universities. This research was conducted using a case study approach at the Bogor Agricultural Institute, which turned out to be the only university that implemented the homebase departmental model. The data collection process was carried out through in-depth interviews, document analysis, and participatory observation. From the results of the research, it is known that with this model PAI lecturers are involved in the Tri Dharma College educational activities in a planned and consistent manner like other general lecturers. In addition, in the field of education and teaching, PAI lecturers in teaching PAI courses are also involved in teaching majors-based science courses. PAI courses are also involved in student academic guidance, academic assistance and scientific writing, and examinations on various student examinations in majors. In the field of research and community service, PAI lecturers are involved in departmental-based research and are involved in the religious development of the academic community and the general public through the application of department-based science and technology.

Keywords:

Developing; Islamic Religious Education; Lecturer; Public Institutions of Higher Education

**Abstrak:** Pengembangan pendidikan agama Islam/dosen PAI di perguruan tinggi negeri (lembaga publik pendidikan tinggi non-agama). Tergantung pada bagaimana universitas menempatkan lembaga PAI. Tujuan dari penelitian ini adalah untuk mengetahui model pengembangan dosen Pendidikan Agama Islam di perguruan tinggi negeri. Penelitian ini dilakukan dengan menggunakan pendekatan studi kasus di Institut Pertanian Bogor, yang ternyata menjadi satu-satunya universitas yang menerapkan model departemen homebase. Proses pengumpulan data dilakukan melalui wawancara mendalam, analisis dokumen, dan pengamatan partisipatif. Dari hasil penelitian tersebut, diketahui bahwa dengan model ini dosen PAI terlibat dalam kegiatan pendidikan Tri Dharma Perguruan Tinggi secara terencana dan konsisten seperti dosen umum lainnya. Selain itu, di bidang pendidikan dan pengajaran, dosen PAI dalam mengajar mata kuliah PAI juga terlibat dalam pengajaran mata kuliah sains berbasis jurusan. Dosen PAI juga terlibat dalam bimbingan akademik mahasiswa, bantuan akademik dan penulisan ilmiah, dan ujian pada berbagai ujian mahasiswa di jurusan. Di bidang penelitian dan pengabdian kepada masyarakat, dosen PAI terlibat dalam penelitian berbasis departemen dan terlibat dalam pengembangan keagamaan civitas akademika dan masyarakat umum melalui penerapan ilmu pengetahuan dan teknologi berbasis departemen.

Kata Kunci:

Pengembangan; Pendidikan Agama Islam; Dosen; Perguruan Tinggi Umum

DOI: <https://doi.org/10.15575/ath.v7i1.16848>

Received: 02, 2022. Accepted: 04, 2022. Published: 04, 2022.

## **INTRODUCTION**

Public institutions of higher education non-religious are essentially universities that teach a variety of sciences and are not related to religious-based science (*dirasah Islamiyah*). However, it does not mean that religious lecturers such as lecturers of Islamic Education are no longer needed, but rather as a balance between the intelligence of cognition and affection (Lena, 2021)(Supriadi, 2016). This is because learning activities in university education are certainly not only limited to the transfer of knowledge and skills, but also the transfer of value (Mansir & Karim, 2020). Public institutions of higher education which develops science in the scientific and technological fields has its own policies in the development of science. But the development needs to be accompanied by an increase of faith and piety which empirical evidence has shown that the destruction of a person, family, organization, and even a nation is caused by moral problems(Maulani, 2013)(Tafsir et al., 2020).

Moral education is an important part of the implementation of higher education in university as explained in Law Number 12 year 2012 concerning Higher Education, article 5, point (a) which emphasizes that the aim of higher education is the development of the potential of students to become believer and godly Supreme and noble, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation.

The description above is an urgency that shows the importance of the existence of Islamic Religious Education in Public institutions of higher education(Amirudin & Muzaki, 2019)(Jamilah, 2021)(Rahim, 2020). PAI has a strategic role in fostering student personality as a whole in order to become Muslim who believes and obligates the Almighty God, Muslim who has noble character, and foster their intellectual awareness. It encourages students to make Islamic teachings as the basis and foundation for learning, developing and utilizing science and technology. It will also be the basis for behaving in daily life, both in personal life, family life, community life, and national or state life.

Thus, the implementation of PAI in university education should ideally get support, attention, and serious commitment from all parties, namely the government, institutional leaders, and especially PAI lecturers (Aziz, 2011)(Rohim, 2016). In the implementation of PAI at Public institutions of higher education, the most decisive component of education is human resources, especially PAI lecturers who will carry out other components. Suparno states that the success of an organization including educational organizations is strongly influenced by the quality of the human resources (HR) that represents it, and the HR will have good quality and performance if they were led and managed properly (Suparno, 2015). Tampubolon in Popipudah (2006) states that human resources in a university can affect the quality of education consist of leaders, lecturers, academic staffs, and administrative employees (Puadah, 2006).

Therefore, the implementation of PAI in Public institutions of higher education and the effort to improve the quality of PAI lecturer's resources must

be given priority (Atik, 2017). This relates to the understanding that one of the most important factors determines the achievement of the goals of Islamic Education is the quality of meetings between PAI lecturers and students (Akbar, 2019).

This is very rational because lecturers as college human resources have a strategic position to have a direct influence on student learning. PAI lecturers as well as other lecturers have basic tasks and functions that impact on the importance of developing PAI lecturers. The development of PAI lecturers is part of an effort to improve the quality of PAI learning and provide clarity on the career path of PAI lecturers. In the other hand the clarity of the career path is largely determined by the institution that houses PAI lecturers because the institution has the authority to develop PAI lecturers in Tri Dharma university activities and other activities.

## **RESEARCH METHOD**

This research used qualitative method. The determination of this method was based on the formulation of research that did not use a statistical approach but rather with a description narrative. Meanwhile, the approach in this study was a case study on PAI lecturers at the Bogor Agricultural Institute.

Data retrieval was done by in-depth interviews with respondents who are PAI lecturers, the department head or department secretary head, as well as other officials in IPB who have roles in both formally and technically in the development of lecturers, especially PAI lecturers. The results of the interviews were contained in the interview field notes followed by the respondent's number.

In addition to the interview method, data collection was done by collecting documents and direct observation with the involvement of researchers actively as participants. The collected data was analyzed using qualitative theories as suggested by Miles and Huberman, namely: data reduction, data display and conclusion drawing and verification (Miles & Huberman, 1994).

## **RESEARCH RESULT AND DISCUSSION**

### **The Institution of Islamic Religious Education (PAI) in Public institutions of higher education**

Based on observations made by researchers, PAI institutions in Public institutions of higher education are generally divided into two models. The first model is the Department of General Basic Courses (Departments of MKDU) and the second model is the Technical Implementation Unit of the General Course (UPT MKU). In both the MKDU and UPT MKU models, lecturers in general courses (including PAI lecturers) are placed in the same homebase. However, the department of MKDU is usually placed under the Faculty of Social Sciences or other faculties which are considered to be close to social science. Meanwhile, the UPT MKU is generally under the coordination of the

Deputy Rector/Assistant Rector 1 who generally oversees academic and student affairs.

The universities hold the first model such as Indonesia University of Education (UPI). The second model was held by the Bandung Institute of Technology (ITB), Padang State University (UNP), Gajah Mada University (UGM) and the Ten Nopember Institute of Technology (ITS) (Rahmat & dkk, 2009). As for this research area, namely the Bogor Agricultural University (IPB), PAI lecturers were not placed on the two institutional models above, but they were placed in the homebase department which was scientific in IPB. The department which becomes homebases of PAI lecturers include Management, Islamic Economic (Eksyar), Family and Consumer Sciences (IKK), and Communication and Community Development Science (SKPM). The Department of Management and Eksyar under the Faculty of Economic and Management (FEM), while the Department of IKK and SKPM are under the Faculty of Human Ecology (FEMA).

The various institutional patterns of PAI have implication for the development of PAI lecturers. The institutional model of MKDU department has a prospective advantage in the development of PAI lecturers compared to the UPT MKU model. For instance, in the matter of career development, PAI lecturers in MKDU department are relatively easy to reach the highest academic position (professors) while the UPT MKU is relatively difficult because the proposal of professor must be based on department base. The homebase model of the department, as happened in IPB, has its own advantages for the development of PAI lecturers. In career cases, PAI lecturers have prospective opportunity to reach the highest academic position (professor) in education and teaching activities. PAI lecturers are generally involved not only teaching PAI courses but being involved in teaching subject-based scientific department, involved in academic guidance, and other activities in a balanced manner like in the dharma of research and community service.

However, managing human resources is one of the most important stages for developing tertiary institutions (Fauzi, 2018). Like the correct management of PAI lecturers, they must use a scientific approach and a humanitarian approach. With good management and proper placement, PAI lecturers can develop their careers so that they have a direct positive impact on higher education institutions.

### **Strategy**

As lecturers in other scientific field, PAI lecturers in IPB need to be improved and developed optimally in terms of their qualification, competency and career. This development is through two spheres of strategy. The first strategy is a universal strategy in the scope of IPB and the second is a local strategy in the scope of faculties and departments.

In the first strategy, MKDU lecturers (including PAI lecturers) were formerly incorporated in an institution, then distributed to the homebase of the scientific department in IPB. The second strategy, in each of the

homebasedepartment, lecturers' development is based on science of the department (division based). For example the PAI Lecturers of Management Department entered in the division of Human Resource Management (HRM), and the PAI lecturers of IKK department entered the Family division.

PAI lecturers who used to be part of the General Basic Course Unit (MKDU) were considered a bit late in their career path. This is because they have limitation in fulfilling their duty, component and function that are in balance. Their activities are only focused on teaching (PAI) so the other Tri Dharma elements are not fulfilled, especially the research principle. Even in teaching and learning dharma, PAI lecturers are not involved in academic guidance activities, final assignment guidance (thesis), testing in thesis examination, KKN / PKL activities and other activities as experienced by PAI lecturers, especially those who hold UPT MKU. Thus, the lecturer development strategy must be done by integrating into the homebase department. Therefore, PAI lecturers will be involved in various department-based activities as well as other lecturers in the department including guidance, testing, field activities, research activities, etc. It brings the impact on career level clarity.

Strategy is a form of policy for each institution. But whatever it is, various forms of strategy that are implemented are one of the efforts to improve quality. With this strategy, lecturers can develop themselves. As stated Anggraeni that the development of lecturers needs to be done in order to improve their competence, quality, and role in education (Anggraeni, 2014).

### **Scientific Acculturation**

After PAI lecturers headed for the homebase department, there was a demand for adjustment to the department. From the perspective of policy holder in department, acculturation is important in order PAI lecturers can adjust to department scientific culture. In scientific development, PAI lecturers play an important role in family science so they can be involved in Islamic based family education. Likewise in other sciences, PAI lecturers can be involved in guiding economic sociology, then their sociology is based on Islamic science.

Some policy holders, such as the Head of Department, were initially shocked to receive the transfer of PAI lecturers to the Department because it was different from the knowledge in department. But after the process passed, as in SKPM Department, there were efforts to receive and adjust. PAI lecturers who enter their SKPM knowledge are in accordance with the department because their S2 and S3 are development counseling so they are related to Communication. There are also things that can be improved so that it is compatible as PAI lecturers in SKPM who have taught, guided and tested.

In IKK Department, there is a Family Division. Religious values must be included to strengthen the family's position. Therefore, PAI lecturers are embraced as part of the department. However, they are required to make adjustment so it affected to the assignment of tasks, providing lecturer rooms, and other roles. Meanwhile, based on the description of PAI lecturers, there were differences between PNS lecturers who headed (moved) to the homebase

department and the lecturers who were appointed in the department. But then there is the involvement of roles such as being a student commission, becoming a quality controller, then deployed in various activities. It also happened to other lecturers, the first time entering the department they considered different. Initially, they only involved to Islamic recitation activities, as the coach of Islamic Religion.

Thus, in terms of scientific acculturation, both parties did not encounter significant obstacles. From the perspective of policy holders in department, PAI lecturers are embraced as part of the department as they can adjust well. Even so, from the lecturers' point of view, there are wider challenges and opportunities in Tridharma's activities in a balanced and developing career.

Mutual understanding between PAI lecturers and departments is important. This is what will bridge the PAI lecturers to become more competent in science, especially in developing knowledge outside PAI as part of the implementation of PAI to the surrounding social problems. Purba (without years) said that the competence of lecturers must always be developed because it directly affects the quality of education.

### **Lecturer Standard**

Before reaching to the development stage, the standard of lecturers must be known as a reference for aspects of development. In general, standards exist in national scope and some standards apply in university education scope even faculty and department scopes. As the main mandate, PAI lecturers are PAI course educators who teach students of General Competency Education Program (PPKU). This PPKU is a program coordinates for the first year students (1<sup>st</sup> semester and 2<sup>nd</sup>semester) of IPB to obtain various general knowledge.

In addition to coordinating PPKU students, the PPKU also coordinates lecturers in general course, including PAI lecturers, which are only limited to administrative matter. For this reason, the standard of PAI lecturers must qualify as S2 or post graduate education as lecturer requirement nationally. It must with S.Ag.,M.Ag., bachelor or post graduate degrees or other represent degrees of Islamic education. If there is a lecturer from the scientific department in IPB who teaches PAI course, scientifically there is no doubt, but the educational qualification do not meet the standards. When there are lecturers who do not meet the standard, PPKU cannot firmly determine whether the lecturer concerned can handle PAI or no. It must determined from IPB as the HR control center as the policy holder and maker.

The standards presented by the PPKU are specifically the standards for teaching PPKU students. However, when PAI lecturers have been placed in a homebase department, to develop a career adjusting to the science in department, must follow standard set nationally and standards set by IPB.

The standards for developing lecturers in IPB are determined by the Quality Management and Internal Audit Office (KMMAI). But most recently,

there is a demand for HR design development that standards are not just standard points. There must be a standard for human resources. It means not only physically matter but also there must be aspects of psychology (or more precisely of sincerity of the heart).

Quality standards for lecturers are principally a requirement that has been set in IPB quality standards. It means that it is a minimum standard so it should be achieved, but it may be more. KMMAI always makes higher standards than the national standard (BAN-PT). For example, lecturer standards of various strata, BAN-PT refers to KKNi such as S1 qualified lecturers may not teach S1, S2 may not teach in S2, etc.

The standard formulation was carried out under the Vice Rector for Academic and Student Affairs (WRAK) who is now become the Vice Rector for Education and Student Affairs (WRPK). The formulation arrangement involved academic staffs of the faculty level, including the IPB Business School, IPB Vocational School, and the Postgraduate School. In addition, the parties involved in formulation arrangements are the Directorate of Educational Administration and New Student Admission (APPMB).

IPB generally uses the national lecturer standard with the BAN PT approach, the Internal Quality Assurance Standard (SPMI), which was last updated in 2015. Starting in 2019, there will be a transition to the Education Quality Standard (SMP), but still under preparation. When SMP was running, SPMI was not eliminated. Both are complement and complete each other so it does not replace. Lecturer standards become one of the parameters to determine education success. With the standards set, it becomes clear that learning outcomes and aspects that fulfill them have gone through a strict procedure. This will be an introduction in meeting graduate standards. In line with the presentation of STMM (2015) regarding the determination of lecturer standards in the context of fulfilling graduate learning outcomes (S.T.M.M., 2015).

### **General Development**

In general, the development of lecturers is an initiative of individual lecturers and there is institutional development. Likewise, when PAI lecturers have entered to the homebase department, the two developments are developed together. From the viewpoint of policy holders such as the faculty, after PAI lecturers enter the department, it is not specifically developed to the PAI field. But they are developed / integrated with existing activities in the department such as guidance, writing journal, writing together, testing, and so on. The obstacle for PAI lecturers is that the teaching schedule is quite dense. As a result the interaction is very difficult which impacts on the development process (011). Likewise, at the department level, there is no specific training in the field of religion to develop PAI lecturers. As in the IKK Department, the development of lecturers is generally in the scope of IKK science and still relies on central HR development.

PAI lecturers who enter the homebase department and develop into the department, the PAI scientific culture will disappear. The field of Islam cannot be developed scientifically in the department. But PAI lecturers in SKPM Department for example, can be involved in Islamic communication such as the development of communities around Islamic boarding school. So the development of Islamic scholarship is not to *fiqh* or *da'wah* in the sense of conveying Islamic values but applied Islamic values-based science (013).

Meanwhile, from the point of view of the PAI lecturers, the development they experienced included being involved in the training of young lecturers organized by IPB about making teaching syllabus and so on. In this occasion, PAI lecturers were included as envoys from the IKK but for the training in preparing the PAI syllabus, it was not the Department of IKK course. For the development of PAI field there is no one initiated by the department, the existence is only initiated by individual lecturers such as workshop, *Bimtek* PAI and seminar. In this case, the department only provides support. While other PAI lecturers were asked to take part in scientific journal writing, but did not have time to follow. In term of development, former PAI lecturers did not have journals, now they always have the opportunity to write journals, even in one year there are two journals. Even in international journals there is also a second author.

From the point of view of the IPB HR side, every year there is a program to improve lecturers' competencies, such as training to write journal scientific articles. The quota is determined according to the needs and based on the existing budget, for example for 80 people. This quota is determined after there is a submission from below, namely from the faculty. In the initial stage, an announcement was made by HR and the faculty to follow up on the announcement by submitting a lecturer who would take part in the training, then conduct an assessment. Once the type of training is carried out, submissions can also be made about increasing what competencies are needed by lecturers. Every year about seven trainings are conducted.

Then for lecturers difficult to go to the field, there is an article review training. This is given to lecturers who occupy structural position that is difficult to leave assignment. The training is carried out meta-plan, namely analysis to be able to write. There are also IT training, community service method, language skill, leadership (for Kadep and KTU).

Thus, PAI lecturers have entered into the homebase department and adapted to the scientific department, have the opportunity to develop it. The development was carried out in general from cross-border groups spread throughout IPB. But besides general development, PAI lecturers also need to develop specifically in their career path. The career path of the lecturer develops with the implementation of the Tri Dharma of University Education which is strengthened by supporting activities and other activities in department.



## **Education and Teaching**

Dalam penyelenggaraan pendidikan di perguruan tinggi, kualitas penugasan dosen di bidang pendidikan dan pengajaran. Mengajar adalah salah satu dari tiga tugas pendidik, dan mengajar adalah tanggung jawab dan bimbingan kepada siswa sebagai bagian dari tanggung jawab seorang pendidik (Soraya, 2018).

Teaching is a very important and major part of the role of a lecturer (Tran et al., 2017). For development in the field of education and teaching, PAI lecturers who have been homebase in department in general have been given the opportunity to teach courses that are departmental knowledge, for example in the Management Department, PAI lecturers given the opportunity to teach HRM course and Introduction to Management. In the Eksyar Department, PAI lecturers were given the opportunity to teach Arabic course and course on Islamic Economic. But there are also PAI lecturers who have not been given the opportunity to teach departmental course, for example in IKK Department, PAI

Lecturers have not been given the opportunity to teach courses that are departmental science. In the department's point of view, PAI lecturers already have been very busy in teaching PAI course in PPKU. In addition to being given the opportunity to teach department-based scientific course, PAI lecturers were given the task of guiding and even testing thesis with departmental lecturers so that they later had the same competency. Coaching is carried out for about two years, as the second counselor. Only then PAI lecturers can become the main mentor.

In the SKPM Department, even though they are as doctor, PAI lecturers are not immediately released to guide students alone. They must be with the department lecturers for a while. There must be a process of learning science in the department first, then they can guide students fully.

From the point of view of PAI lecturers, lecturers are included in the Achievement Student Event committee in department and faculty, which are domiciled as examiners. Then, PAI lecturers were also involved in KKN activities. In addition, PAI lecturers in Management, IKK and Eksyar Departments were involved as thesis supervisors, academic advisers, and thesis examiners. So are PAI lecturers in the SKPM Department. In its development, there was involvement in basic MK of Communication. Next stage, they involved in guiding the thesis and examining on the thesis exam. With the opportunity given to PAI lecturers in the department, loyalty will increase. This is what will tie the commitment of PAI lecturers in the department. By being bound to a loyalty, PAI lecturers will have a commitment to carry out tasks including teaching. Farid et. al. revealed that commitment will have implications for the quality of teaching (Farid et al., 2015).

In terms of teaching quality and loyalty, PAI lecturers certainly have a basic and quite strong bond with the PAI field in accordance with their main tasks that were mandated from the start. This is at least measurable from two aspects. The first aspect is the feedback given by students. Students give the view that in teaching, PAI lecturers generally have techniques that are not

directly related to the delivery of material but are preceded by joint recitations of the Qur'an between lecturers and students. Next is the implementation of the prayer together. After that, the material was delivered with a kultum that added to the value of religiosity. This creates a close bond between lecturers and students in addition to creating an optimal understanding of the material.

The second aspect is in terms of value achievement. The PAI score obtained by each class is dominated by the letter quality A. However, there are outliers with an achievement value of one level below that of AB. That too is a very small number. Obtaining this maximum score is based on the assessment element which is not only a test, but also other elements such as the implementation of material into student behavior in worship activities and daily activities.

### **Research**

Research in the world of university education is a hypothesis formulation of truth or untruth in the field of science carried out based on scientific method (Noor, 2010). Research skill can be obtained by the lecturers by participating in various training ranging from the process of preparing research, implementing, until reporting result (Hidayatullah, 2015). The requirements of the study were systematic, planned, and following scientific concept (Mekarisce, 2020) (Milasari et al., 2021).

PAI lecturers in IPB can potentially be involved in various research activities. In the scope of PPKU, research funding of 20% from the initial planning of the MKDU was felt to be lacking. In recent years, there have been division grant so PPKU lecturers (also PAI lecturers) can receive division grant.

In the scope of institution, IPB is one of the PTN BH get assistance from the Ministry of Research, Technology and Higher Education more than 40 billion IDR for various competitive research schemes. The process is that the lecturer submits then there will be an internal reviewer of IPB. The distribution is a follow-up or multi-year study (for 4 years) and there is new research. In addition, because IPB is a university of PTN BH, in principle it is permissible according to the rules to increase research funds from community sources (SPP) by 25%, but this has not been realized.

With the various opportunities for this research, PAI lecturers had the opportunity to be involved in research. But it must be in accordance with the science in department so the research can be a career support.

In the SKPM Department, PAI lecturers who are going to conduct research must be in the communication field so that the research is in line with the department. Learning outcomes from the research can also be social, sociology, and communication. So the character of Islam will be increasingly lost in his research. At the initial stage, it is not yet possible to be the leader of research. After adapting, PAI lecturers can become chairman. In the management department, PAI lecturers in conducting research must relate to the scientific field of management, as well as at Eksyar. Meanwhile in IKK Department, there was no involvement of PAI lecturers in the research. Based on the perspectives

of PAI lecturers in IKK Department, there was a demand of biodata or CV and so on for research, but it didn't work. Then the research was not based on expertise in PAI but expertise in department. However, the PAI lecturer once conducted independent publication of two titles and a joint publication of one title. Then in addition to department-based research, PAI lecturers like those experienced by PAI lecturers in the SKPM department have been involved in non-PAI research studies across faculties, namely Fateta, FMIPA and Faperta. The cross-faculties research took the form of the impact of the introduction of recitation worshiper (PAI lecturers were certainly active in giving lectures / recitations). Besides that, the lecturer was also involved as a research team in P2SDM.

If observed, the opportunity of PAI lecturers in conducting research is very open. This means that the institution opens opportunities both through the department and through its path. Therefore, the willingness of lecturers to conduct research is the final key in improving quality. This is in line with the description of Belash et. al. which states that one indicator of the quality of lecturers is the field of research (Belash et al., 2015).

### **Dedication**

Community dedication activities are implemented with the principle of *ta'awun*, which is the principle of help among fellow humans (Hafidhuddin, 2015). The community service program as part of the Tri Dharma of university education is basically as the utilization and application of research results and the results of education in university education for the welfare of the community (Kemendikbud, 2010).

Based on the central HR plot, there are training activities on service activities so the lecturer must understand that service is not an activity related to student affairs. Service must be homebase in the field of science, for example counseling to the public about science. However, for PAI lecturers, it can be filled with *taushiah* but not as recitation but as a human resource development. With the basics of the training, these activities can be packaged as a service.

In IKK Department, PAI lecturers have begun to be involved in service. PAI lecturers, for example assigned as commission, also assist students in community development activities. The IKK Department has a assisted village so that the lecturers and students can be involved in conducting the village development and it becomes a form of service.

Meanwhile, based on the presentation of PAI lecturers in IKK Department, they were once asked to participate actively in circumference activities (counseling activities in villages near and around the university). In the month of Ramadan, PAI lecturers are usually involved as recitation leader or speaker during the breaking the fast period. Then the other service is reciting *Jumatan* from 08.00 to 09.00. The recitation was initiated by the faculty but carried out in each department (rotating). In addition to the IKK, PAI lecturers in SKPM also had many activities as religion speaker as part of their service, as did PAI lecturers in Management and Eksyar department, many lecturers became the

speakers to provide debriefing and guidance for academics in the religious field, both for students, education staff and educators (lecturers) in a department or faculty environment.

The PAI lecturers did a lot of service which was dominated by *da'wah* or *tausiah* because of their position not only as lecturers but also as *da'i* (Syakur et al., 2021). During this time, PAI lecturers have done a lot of dedication. But often the service is only packaged as a lecture so that it has no dedication value. With the dedication opportunities in the department, PAI lecturers have the opportunity to develop themselves more by helping to solve problems in the community. Rippon & Mutobola said that dedication is a form of lecturer performance in developing science by implementing it to the community (Rippon & Mutobola, 2014).

### **Further Education**

Further education is part of the development of lecturers. However, PAI lecturers who have entered to the homebase department have attachment to the department related to further education activities.

Based on FEMA policy, further education (especially to the S-3 or doctoral education) for PAI lecturers in department must be based on departmental science. For example, PAI lecturers in the IKK Department were asked for join further education (S-3) in the field of development counseling so they could be in accordance with science. The IKK Department has a family science field so it will be associated with community education and with development. It is intended that PAI lecturers in department do not have problems in career development. Similarly, in management department, PAI lecturers who take S3 education are sought to take management-based science. However, if the PAI lecturer who enters the homebase department has a doctoral degree, it is tricked in the field of research that must be related to science in department.

For further education, scholarships are not available from IPB. Lecturers must smart in finding sources from the government or international institutions, or even from PAI lecturers themselves. IPB generally does not provide scholarship funds. There are only doctoral grants for the completion of research that is also from *Kemenristekdikti*. However, IPB provided assistance in the form of SPP fees as a form of support for the development of further lecturer education, but the magnitude of assistance was highly dependent on the financial condition of the institution.

### **Structural task**

PAI lecturers in department have the opportunity to occupy structural positions. For example, in Islamic Economics department, PAI lecturers occupying the position of head of the department (*Kadep*) even had to become candidate for dean candidate. In the Management and IKK departments, PAI lecturers also have the opportunity to hold structural positions. Besides structural duties, PAI lecturers also have the opportunity to get other assignments, for example in IKK Department, PAI lecturers get the task as

chairman of the Commission (Student Commission) and other tasks that are given in stages. In the SKPM Department, PAI lecturers are involved in committee activities and internal audit team. Likewise, in the Management department, PAI lecturers get assignments as lecturers in department and become faculty Internal Audit team.

But besides that, PAI lecturers also got the task of becoming student counselors who were asked directly by the vice rector. Then PAI lecturers got assignments as representatives of IPB in research universities in Indonesia, but were not related to the department. On another occasion, there was a duty to become an auditor for two years and become a reviewer.

### **Evaluation**

From all activities related to the development of lecturers both general development and the development of the Tri Dharma field, there is an evaluation phase every semester. The evaluation was carried out based on report on Employee Work Goal (SKP) and report on Lecturer Performance Expense (BKD).

SKP, behavior, and disciplinary guidance are carried out by HR of IPB. But unlike students, lecturers who commit violation are not confronted with counselor but directly to academic staff with the application of mild discipline to severe discipline. Then there should be counselors for lecturers as well so that there is a personal approach.

In every evaluation, based on the stipulation of the *Kemenristekdikti* rule, there were no SKP, BKD, and unmet costs. It means that it has been fulfilled with at least 6 credits and a minimum accumulation of 12 credits. If here is a shortage of credits, it is anticipated with verification from the *Kadepso* that it will be resolved between *Kadep* and the lecturer concerned. HR only tells to *Kadep*.

From the perspective of PAI lecturers, the minimum number of BKDs has been fulfilled, only still dominated by education. In SKPM Department, BKD PAI lecturers have been fulfilled both from the aspect of teaching that can be fulfill, research even across faculties, and service.

### **CONCLUSION**

There was a significant change in the application of PAI lecturers placed in the homebase department. Before being placed in a homebase department, PAI lecturers did not get information about the various activities of lecturers and did not have much involvement in field activities, focusing more on teaching PAI courses. After entering the homebased department, PAI lecturers had more opportunity to do good development in general in the form of training and in developing Tri Dharma specifically. In the field of education and teaching, even though there has not been much involvement in courses in the department. The next stage, they had the opportunity to do the other teaching sector. In addition, many PAI lecturers have been involved in conducting thesis guidance,

academic guidance, and thesis guidance. In addition, PAI lecturers have done a lot of PAI subject teaching.

In the field of research, PAI lecturers have not been involved much because they were still in the process of adaptation so that they were only involved as members of the researcher. In the next stage, with the demanded of institutions that were quite high on the field of research, PAI lecturers have a high enough chance to be involved in the field of research. In the field of service, PAI lecturers have been involved in many services both in relation to the science of the department and the service of the PAI. In addition, PAI lecturers got the mandate to occupy structural positions in departments and IPB in general. From the description above, with the placement of PAI lecturers at the homebase department, PAI lecturers were quite developed. The development was the main capital in the field of lecturer's career path. But behind that, by developing the homebase department, PAI's scientific culture would fade away.

Students give the view that in teaching, PAI lecturers generally have techniques that are not directly related to the delivery of material but are preceded by group recitations, congregational prayers, and the material is delivered with da'wah. The PAI score obtained by each class is dominated by the quality of the letter A. The maximum score obtained is based on an assessment element that is not only in the form of tests, but also other elements such as the application of material into student behavior in worship activities and daily activities.

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