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# **“ EDUCATION TRANSFORMATION TOWARD EXCELLENT QUALIT BASED ON ASEAN COMMUNITY CHARACTERISTICS”**

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**Islamic State University Sunan Kalijaga  
Faculty of Tarbiya and Teacher Training**

STATE ISLAMIC UNIVERSITY  
**SUNAN KALIJAGA**  
YOGYAKARTA

**LENERA**  
KREASINDO



Fakultas Ilmu Tarbiyah  
dan Keguruan  
UIN Sunan Kalijaga

**“EDUCATION TRANSFORMATION TOWARD  
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CHARACTERISTICS”**

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## PREFACE

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**T**he main theme of the international seminar conducted by *Faculty of Tarbiyah and Teaching State Islamic University Sunan Kalijaga Yogyakarta, Indonesia*, is *'Education Transformation Toward Excellent Quality Based on ASEAN Community Characteristics'*. The background of the seminar is the lags of education quality in almost ASEAN countries in comparison with the universities in developed countries. The discussion will be focused on the way how to transform the education model in ASEAN toward excellent quality based on local wisdom. To elaborate the main theme, the organiser of seminar created three sub-themes: 1) globalizing education values based on ASEAN community Characteristics, 2) transforming education toward new paradigm, and 3) building religious next generation. The first theme is to offer the participants to write how to promote the quality of education to global level based on local culture. The second theme is to ask education experts to elaborate the new paradigm in the context of transforming education practise. The third is to give the opportunity to everyone of educator to present his research or experiences in promoting the education model.

Proudly, the organizer of the seminar presents the outstanding speakers from various universities of ASEAN, namely: Faculty of Education University of Malaya (UM), University of Dato Hussen Onn Malaya (UTHM), Faculty of Education University of Brunei Darussalam, Faculty of Eduction Thaksin Universisty Thailand, and last but not least from UIN Sunan Kalijaga Yogyakarta, Indonesia.

Rosmawijah Jawawi, from the Sultan Hassanal Bolkiah Institut of Education (SHBIE) at University of Brunei Darussalam wrote the transformation of teacher education in University of Brunei Darussalam. The title is '*Teacher Education in Brunei Darussalam: Transforming tomorrow's Generation through Teacher Education today*'. She mentioned in her paper that since 2009, the Sultan Hassanal Bolkiah Institute of Education (SHBIE) at Universiti Brunei Darussalam has transformed into a graduate school of education. The Institute of Education which previously offered undergraduate programmes, has undergone a complete overhaul over the past couple of years to focus more on graduate programmes in research and evidence-based practices. SHBIE as a graduate school offers innovative graduate programmes which include Master of Teaching (MTeach), Master of Education (Med) and Doctorate of Philosophy (PhD). Part of the rationale behind this transformation, as in other countries, was a desire to enhance the professional status of teachers in the nation by (i) having a policy that all teachers should in the long-term be qualified to masters level and (ii) ensuring that the education teachers receive provides them not only with basic teaching strategies, but also with the skills to engage in on-going, evidence-based improvements in their teaching throughout their career. This paper will discuss the transformation of SHBIE in the pursuit of better teacher quality that aims to upgrade the teaching profession in Brunei Darussalam.

The challenge for Brunei is that with a small population, Brunei is heavily dependent on a non-renewable resource for growth and stability. Education, therefore plays a critical role in equipping the country with the human resource needs to support its economic diversification agenda and enhanced well-being of people. The needs for economic diversification has made it imperative for the Ministry of Education to take on reformation and restructuring efforts with respect to education policy, structure, curriculum, assessment and qualifications, and professional development in support of the nation's drives to achieve Brunei Vision 2035 (Wawasan Brunei 2035). In realising

this, SHBI transformed itself into a graduate school of education in 2009 with to produce educators as high quality professionals with integrity and core values.

In relation to Rosmawijah Jawawi's paper, Sittichai Wichaidit from Thaksin University wrote the specific transformation in the classroom under the title '*Science Teaching for the 21<sup>st</sup> Century: Transforming Classrooms for The Next Generation Learners*'. His conclusion is that educational policy concerns regarding to how science teachers can support students to develop skills needed to be effective citizens in the 21<sup>st</sup> century. Several skills are considered as the learning objectives of science teaching including critical thinking and problem solving, creativity, collaboration, and communication. People living in this century are expected to master those skills for success in today's world. Yet, it is not clear how to change classrooms from passive learning to be more active and how to provide the context for students to develop those essential skills. The instructional strategy for developing the 21<sup>st</sup> century skills is proposed in this article. It is developed from the current understandings of how students learn and how scientific inquiry can be organized in science lessons. The strategy was implemented in the learning activities which were parts of the science camp for Thai high school students to develop 21<sup>st</sup> century skills. After participating in the activities, most students agreed that the activities provided opportunity for them to practice critical thinking and problem solving, creativity, collaboration, and communication. The example of learning activities is presented and there is also the implications of this strategy for science teachers.

The paper elaborated the transformation of education in more specific than before is what was written by Hafsyah Siti Zahara, et all, Departement of Chemistry Education, Faculty of Science and Technology, Islamic State University (UIN) Sunan Kalijaga Yogyakarta '*The effectiveness of Jikustik Learning Model in Student's activity and learning achievement*' According to the wilters, that based on the data analysis, it can be concluded:

1. There is a difference in students' activity between the experimental class and control class, then it can be said that *Jikustik* learning model affects the students' activity.
2. There is no difference in student achievement between the experimental class and control class, so that *Jikustik* learning model has no effect on student achievement.

Based on the results, it can be expected to put forward some suggestions that can be applied in the development of science and education policy. Researchers advise as follows:

1. In order to enhance the activity and student achievement, especially chemistry, teachers as educators need to implement active learning model that can stimulate students to be able to increase its activity during learning, so understanding and knowledge gained can retain for longer time.
2. The mixed-model sometimes needs to be done in order to complement each other. By using the mixed-model, students competencies can be emerge.

Hopefully, this seminar would play the role in attaining the goal of transforming education toward excellent quality in ASEAN through the university. The university can support or add on to the state education development program, enhancing the quality of education, building linkages in education system, ensuring access to education, building bridge with development program as well.

Yogyakarta, November 2014

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# THE PATTERN OF CURRICULUM DEVELOPMENT IN PAI MAJOR FOR PRODUCING CANDIDATES OF PROFESSIONAL TEACHER

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## Abstract

This article is directed to discuss about the pattern of curriculum development in Islamic Education Major (PAI) to produce candidates of Professional PAI teacher both at school or in madrasa. There are three developments of education in PAI major, which is firstly, the need of improvement in curriculum in PAI major especially which relates to formulation of competency and object of study. Second, there is a need of development in the concentration of program, which is: Concentration of PAI Teacher Education of in general school, PAI teacher in madrasa which includes teacher for Al Quran-Hadith, teacher for aqeedah-morality, teacher for *Fiqh*, teacher for Islamic Culture and History, and PAI teacher for international school. Third, the need of holding professional education for the alumni of PAI major before they do their duty as teachers.

**Keyword :** Curriculum, PAI Major and Professional Teacher

## A. INTRODUCTION

The effort to produce professional teacher of Islamic Education (PAI) cannot only be burdened to LPTK, in this case, PAI Major, as the institution of *preservice training* (Educational Institution before employ). This effort needs the cooperation from various institutions which relates to each other synergistically, especially educational institution and training in employ (*inservice training*), and school or madrasa institution as the user of the graduates. According to Suparlan, LPTK as *preservice training* cannot be expected for preparing teacher optimally to fulfill the hope which gradually increases especially the hope to face the change of social, culture, economy, and educational environment which develops quickly. For that reason, to produce professional teacher, the help of *inservice training* and *on the job training* is needed. The three components of this institution must be able to make a cooperation and partnership synergistically and the three components cannot be separated from one another. Although the effort to produce professional PAI teacher is not only the duty of PAI major as LPTK, but PAI major is the one which have the first role and duty to produce the candidates of professional PAI teacher. These role and duty appear because the candidates of PAI teacher experience their educational process in the PAI major as the *preservice training* institution. For that reason, PAI major is demanded to maximize these kinds of role and duty through always fixing and improving the quality of their educational performance. The effort in fixing and improving this quality must be started from the lacks of weaknesses which especially relates with the design and implementation of curriculum in PAI major in this whole time.

## B. DISCUSSION

### 1. The Weakness of Curriculum in PAI Major

After thorough reading in the curriculum of PAI Major in 2004 and 2005 which has been used, there are a number of weaknesses and lacks,

and those are: First, lacks relating to the formulation of the graduate profession and the formulation of major competency, which is: (1) the formulation of the main profession for graduates and the competency of the graduate of PAI major seems to not be able to fulfill the need optimally according to its major, stage, and the existed education just like what is written in the regulation in 2003 number 20<sup>th</sup> about the system of national education (Sisdiknas) and the regulation of government in 2007 number 55<sup>th</sup> about religious education and education of dogma. (2) The formulation of the basic competency of major and also the indicator of competency as the more detailed explanation from the standard competency of the graduates seem global enough so it has not given a clearer and more operational direction in determining the object of study/ courses. (2) The elaboration and explanation of the standard competency of the graduates, basic competency, and indicator of competency especially for the main profession seem to have not fully fulfilled the demand of the existed teacher competency just like what is written in the UU in 2005 number 14<sup>th</sup>, Regulations of Government (PP) in 2005 number 19<sup>th</sup>, and the Regulation of the Minister of National Education in 2007 number 16<sup>th</sup>. If the comparison between both formulations of competency and its explanation still consist of the aspects and indicator of teacher competency which has not been involved in curriculum of PAI Major.

Second, lacks relating to the formulation of object of study/ courses, which is: (1) The choice and determinant of the object of study/ courses in the curriculum of PAI major both in 2004 curriculum and 2005 curriculum have not referred to the formulation of the competency of major, the standard competency of the graduates, basic competency, and indicator of competency. (2) Composition of the object of study in the curriculum of PAI major in 2004 curriculum and 2005 curriculum between those objects of study which support the mastery of professional competency are relatively small compared to those objects of study which support the development of pedagogical competency. Theoretically, it can be concluded that generally, student's

mastery toward pedagogical mastery is better compared to their mastery toward professional competency. (3) The formulation of the object of study/ courses in the curriculum of PAI major, especially for the development of professional competency, have not had any changes or concentration between those ones who desire to be PAI teacher in general school or madrasa. All students learn the same object of study/ courses but in fact, the competency which is desired to be accomplished is actually different. The existed object of study/ courses seems to be able to educate the candidates of PAI teacher in general school and is not able to educate the candidates of PAI teacher in madrasa. It means that the formulation of the object of study/ courses in the curriculum of PAI major, especially for the mastery of professional competency, has not been optimally relevant with the formulation of competency of the main graduates in PAI major who is directed to become a PAI teacher in school or madrasa.

Third, the lack relating to the performance of student in following the college process is generally dominated with extrinsic motivation. They are active in following the learning process because they want to graduate with good mark. In the other side, the lacks relating to the performance of lecturer in holding the college activity is that lecturer has not tried to suggest and build learning motivation for the student, the lecturer less pay attention to existence of difference in the individual of student in learning process, and also less gives support for the student who gets difficulty in learning.

The lacks relating to the implementation of curriculum is that some lecturers in PAI major who although has used the new curriculum called CBC, but the model of lecturing is still based on the old paradigm, which is using the speech of monolog and dictation as the main method. According to Leo Sutrisno, this kind of lecturing model is called as lecturing with absolutism paradigm. In absolutism paradigm, lecturing tend to be considered as the activity of *transfer of knowledge* (knowledge transfer) than as the process of transformation and innovation. The system of evaluation which is

developed in the model of lecturing with absolutism paradigm tends to be directed toward the shape of knowledge reproduction and skill. They generally emphasize the result through mid-term test (UTS) and end-term test (UAS) with using questions which is characterized with *textbook*. This approach of knowledge reproduction tends to demand the student to show the result of the learning process. The given question generally has the pattern of close question, and only asks for answer which tends to be memorizing. This model of lecturing and evaluation, in the end, will stop student's creativity because students tend to depend on the initiative of the lecturer. Student is only active when they work at something which is ordered by the lecturer.

Fourth, the lack relating to the implementation of field experience practice (PPL) is that PPL activity is still restricted in the case of time or the skill which is trained. The activity of learning practice both in PPL I or PPL II is only able to train the basic skill in teaching like the skill in opening and closing a learning process, elaborating the materials, asking, creating variation, giving strength, and managing class. In the other side, the other skills like recognizing student's character, detecting the difficulty/failure in student's learning, giving support to the students, understanding curriculum, have not been intensively trained.

## 2. The Alternative of the Pattern of Development in PAI Major

Based on the lacks which has been elaborated above, there are three kinds of improvement and enhancement of the quality of the education in PAI major, which is done by doing completion in the curriculum and its implementation, developing the concentration of the program, and the development of the advanced program. The implementation of the completion in curriculum includes: first, the need of reformulation of the competency of PAI major which starts from the standard competency for the graduates, basis competency, and indicator of competency are adjusted with the demand of the existed development just like what is suggested in the regulations in 2005

number 14<sup>th</sup> about teachers and lecturers, the regulation of government in 2005 number 19<sup>th</sup> about the standard of national education, and the Regulation of the Minister of National Education (Mendiknas) RI in 2007 number 16<sup>th</sup> about the standard qualification of academic and teacher competency.

Second, the formulation of the object of study/ courses need to be reorganized toward the competency of the major and determining composition which is more proportional especially which relates to the object of study for the mastery of pedagogic and professional competency. Relating to this case, Nana Syaodih Sukmadinata says that teacher education programs in LPTK should be aimed at developing balanced skills, both between ability as expert/professional worker or as citizens, and between ability/mastery in the field of science/study and the field of education. The balanced development of the capacity is designed in educational program/curriculum with the general basic components, basic education, teaching and learning process, and field of study. The weight of credits is larger in the field of study which is up three-quarters of education. He further pointed out the details of the weight of the credits in general LPTK case, which is, the common base 14 credits, 12 credits for basic education, teaching and learning process with 18 credits, and the field of study with 100-116 credits.

In addition, the formulation of the object of study/ courses in the PAI curriculum should be adjusted with the concept of the development of CBC. According to the CBC concept, formulation of object of study/ course must be based on the competencies to be achieved. Waridjan, et al., explained that the procedure or steps of developing competency-based curriculum (CBC) is as follows: (1) identifying the competencies of graduates, which is, establishing and describing the characteristics of the type and quality of the competencies which are required for a person to be able to carry out duties in certain occupations or performing duties of continuing education; (2) describing the competence of graduates into the formulation of a more operational competencies which include standards of competence, basic competence, indicators



of competency (3) arranging the learning experience; (4) determining the topics and subtopics, which identifies the main subject and sub-subject as the content or the issues which are discussed to gain learning experiences; (5) determining the allocation of time which is required to study each topic and subtopic; (6) giving the name of the subject/subjects through organizing the first topics or subtopics-topics that are relevant to each other into units of learning materials; (7) determining weights credits of courses with the basic number of hours which is needed by the student to learn all the topics and subtopics of courses.

Third, lecturing should be directed to develop a culture of independent learning, critical and creative thinking, building openness, democratic, and willing to respect and accept the better opinions of others. According to Suyanto, lecturer needs to provide experience for students as much as possible by utilizing the variety of learning environments that support it. The expected result of such a learning model is the creation of the motivation of the students to be willing and able to undertake lifelong learning. He thinks that this learning result is a very important thing that should be possessed by student in the global era like today, because in the global era change happens very quickly, so anyone who lives in this global era has to constantly keep learning. This means that lifelong learning has become the demands of life in this global era. School does end, but learning should be done till the end of our life. Another thing that is more important is that the students of PAI major which are the candidates of Islamic Education teacher are expected later to be able to build a culture of independent learning in their students. Therefore, before they can do the task, they have to practice and get used to the culture of independent learning on themselves and this should be started since they have begun their education at the PAI major.

Fourth, there is a need to increase the quality of both PPL I and PPL II. Efforts to get this improvement can be done by optimizing the role and performance of the Faculty of Education (PAI Major), PPL manager, field supervisor (DPL), a student, school/madrasah



the implementation of the PPL, and counselors. These parties should be well aware of the urgency of PPL activities for candidates of teachers as proposed by Hasan Langgung that the practical activities of field experiences for the education of the candidates of teacher is essential or it can be said that the activities of the practice of field experience is core (essence) of education program of the candidates of teacher.

This form of improvement of education in the PAI major second is the need to develop a program of concentration. This development of concentration program is referred to the needs on the field. All of this time, the madrasa period, whether in Elementary School (MI), Junior High School (MTs), and Senior high school (MA / MAK), PAI subject includes four fields of study, namely: Al-Quran-Hadith, Aqeedah-Morals, Fiqh and Culture and History of Islam (SKI). Additionally, lately in schools or madrasa they start organizing many international standard classes. For that reason, the development of the concentration includes at least six fields of concentration, which is, the concentration of Education of PAI Teacher for public schools, Concentration of Teacher Education in Quran-Hadith, Concentration of Teacher Education in Aqeedah-Morals, Concentration of Teacher Education in Fiqh, Concentration of SKI Teacher Education, and The concentration of Education of PAI Teacher in International Standard School.

The concentration of the program can be developed in two alternative models. The first model, the concentration of the program is started since the students study a bachelor degree (S1) in the PAI major. Implementation of the concentration of the program can be started on the fourth semester. In the first till third semester, students receive general education and then in the fourth semester, students start to choose a concentration of education according to their interests, talents, and abilities. This concentration program then is continued at the time they learn about professional education. The superiority of this model of concentration program is that the student who will become a teacher will be truly competent in their fields because they have focused

in their fields since the first time they start it. The weaknesses of this model is that students have been strictly compartmentalized since the beginning and the motion will be constrained, because when a student has taken certain concentration, it means that he is not eligible to become a teacher with other field of concentration. For example, when a student takes Concentration of Teacher Education in Aqeedah-Morals, after graduation, he is not eligible to become a teacher in a school or PAI teacher of Fiqhat the madrasa. In addition, another weakness is that, administratively, the implementation of this model is more complicated because the PAI Major would have many concentrations, which means that there will be more concentrations which need to be managed compared to focusing at one concentration.

The second model is the program of concentration which is conducted during the implementation of the professional education. It means that when we study for bachelor degree (S1), student as the candidate of teacher follows the educational programs which are generally done as the candidates of PAI teacher whose curriculum is formatted generally for schools and madrasa. After graduated from S1, they go through the concentration program along with the certification program. The advantages of the second model are that: (1) the candidates of teachers will be able to choose areas of concentration that really suit their talents, interests, and abilities, as the concentration was started when a student has passed through the process of education in S1 where at that period, the students have been able to feel and consider what fields of concentration that really suit him. (2) the candidates of teachers will have greater insight than those who are educated through the first model, as in the first model, student has focused on their fields of concentration, so they lack of the insight which is not included in their field of concentration. (3) Administratively, the management of the implementation of the second model is simpler compared to the first model. The weaknesses of the two models are the generally, the competency of the students in the field of concentration is less profound than those who are trained using the first model.

The third improvement is the need for the development of the advanced program for alumni of the PAI major. The development of this advanced program will show the need for professional education which is organized for the alumni of the PAI major that is really interested in becoming a PAI teacher at the school and madrasah. The newly graduated alumni of PAI major should not be appointed to be a teacher first. They are indeed a scholar who masters knowledge about education of teacher. But, the practice which they have experienced in the PPL I and PPL II is still quite limited, and generally, they are not ready to be a professional PAI teacher. For that reason, the newly graduated alumni of PAI major should follow education program of profession.

There are three aspects that need to be considered in the implementation of the professional education, which involves the selection system, the content of educational programs, and graduation assessment. Efforts to produce a professional teacher need to be started since the selection process of the candidates of teachers. This selection should be implemented in such a way so that it produces a qualified candidate. The aspects that need to be taken into consideration in the selection are the aspect of personality, talents and interests, as well as academic ability. For this whole time, the selection system of new student who is implemented in the PAI major does not seem guarantee that it can filter candidate of teachers who is really qualified. Selection system which is applied in the test is the written test that can only be measured from academic ability, while other aspects such as talents, interests, and personality have not been measured, so there are fewer new students who are accepted, then they does not meet the requirements of all last three aspects. Therefore, in the professional education, they need to hold a more thoroughly selection of candidates in order to produce very qualified candidates in terms of academic skills, talents, interests, and personality.

The content of programs in the professional education should be more focused on the deep understanding in the field of Islamic sciences (all PAI's) in accordance with the concentration which wants to be occupied

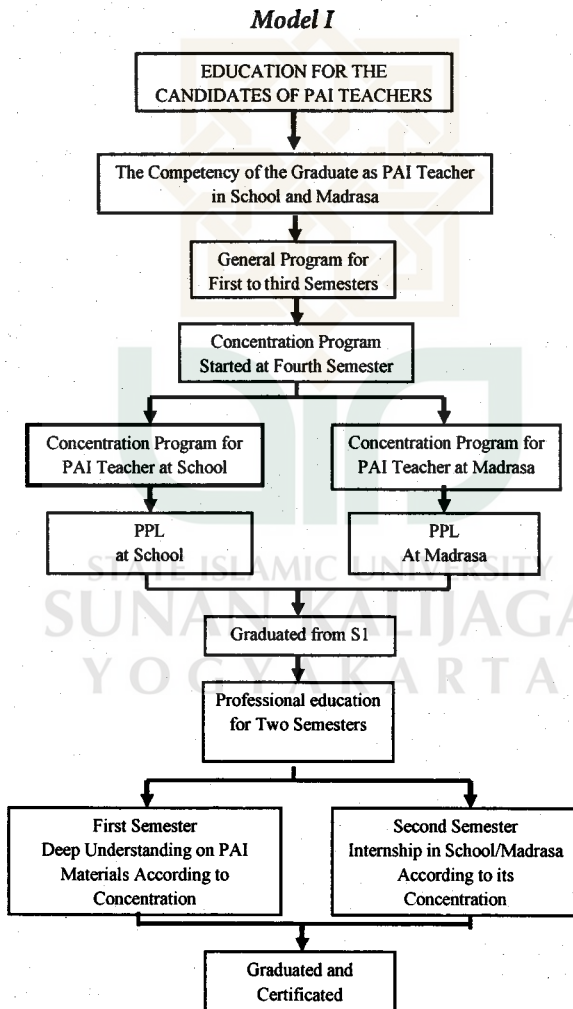
by a candidate of teacher and in what way they will teach it. The deep understanding of the field of study means understanding its substance and methodology of the development. For example, for candidates who want to become teachers of the Islamic Culture and History (SKI) in madrasahs (MTs or MA/MAK), he will focus on the understanding of material substance and methodology of development that includes in SKI concentration. The second emphasis in this professional education is the practice of learning and the other educational activities in schools, because when you have done such practices in PPL II, that practices are still considered as insufficient, both in terms of quantity and quality. Practice of learning and other educational activities can be formatted in the form of an internship with the block system for at least one semester. These internship programs can adopt and adapt the model co-assistant in education of medical students. Co-assistant is an internship program in a hospital or clinic for medical students in final level for approximately two years (23 months). During that time, they undergo the practice in all parts that exist in the hospital. The approach used in this training is a *problem solving* approach. Every time they finish a practice in certain parts, they will be tested to determine whether they pass the practice in that section or not. After undergoing the practices in all parts of the hospital, and passed all practice, the title doctor (dr.) will be given and they are authorized to open a practice.

The model of co-assistant that is undergone by medical students can be adopted as the education for the candidates of PAI teacher though it does not have to be entirely like the co-assistant. During the practice of learning, besides strengthening the mastery of basic skills for teaching, they need to practice to get to know the characteristics of students, how to provide services and support for students with learning difficulties, how to evaluate the process and the learning result of students, how to analyze the results and provide follow-up as well as skills like what is demanded in Permendiknasin 2007 number 16<sup>th</sup>.

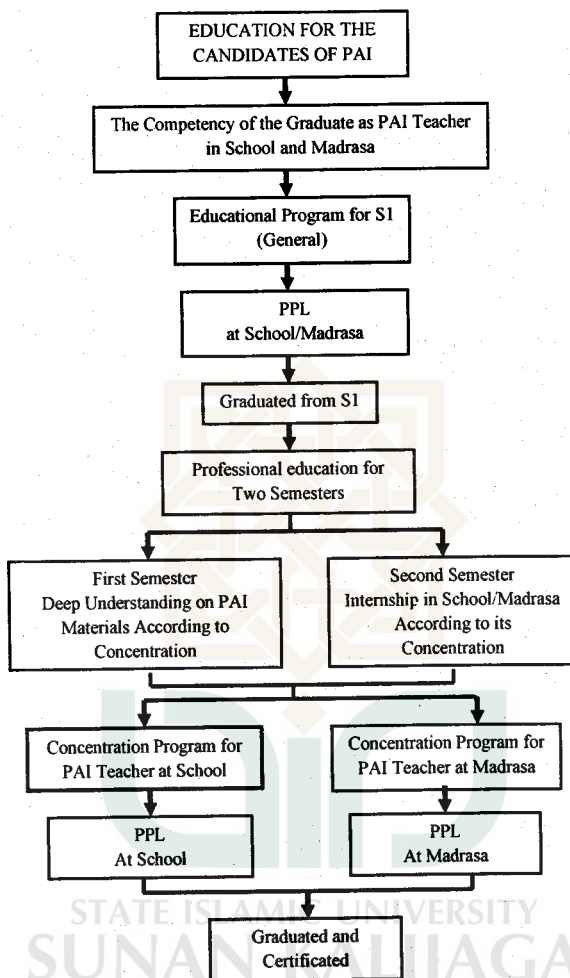
Graduation assessment activities for the participants should be conducted objectively and comprehensively with an emphasis on the

result of practice of learning and educational activities which involve the manager of the program, principal of school/madrasa where student practices, counselors and its students. If the results of this assessment declare that the students are successful, then the certificate as teacher will be given and they can be appointed as PAI teacher.

Model of refinement and improvement of the quality of educational implementation in the PAI major as described above can be illustrated in the following scheme:



*Model II*



**C. CLOSING**

There are a number of weaknesses in the curriculum of PAI major in 2004 and 2005 that had been applied, namely (1) formulation of competency of PAI major, ranging from basic competence formulation of the majors and indicators of competency as the elaboration and details of standard competency, still seem too general so it has not given a clear and operational direction in determining the object of study/ courses that will support the achievement of these result. In addition, elaboration



of formulations of competency ranging from standard competency, the basic competency of majors, and indicators of competency has not fully met the demands of the competency of teachers in Indonesia as written in Regulation in 2005 number 14<sup>th</sup> and the Regulation of the Minister of National Education in 2007 number 16<sup>th</sup>. (2) The formulation of object of study/ courses in the curriculum of the PAI major seem to give more portions for the mastery of pedagogical competency than on the mastery of professional competency. In addition, the formulation of the object of study/ course has not fully seemed relevant to the formulation of competency of graduates. The formulation of the existing objects of study only seems adequate for educating the candidates of PAI teachers for public schools and has not been sufficient for educating the candidates of PAI teachers for madrasa. (3) The system of learning and assessment which is developed at PAI major generally is adjusted with the principles of learning of competency-based curriculum. (4) The arrangement of learning program (syllabus and SAP) in PAI major in terms of the model and the process of arrangement is well enough. The lacks come from the lack of seriousness of most lecturers in arranging it. (5) Quantitatively, the performance of the students in following lectures is categorized as good, but qualitatively, they still lack on it. It can be seen from both student's motivation of activeness in following the lecture, doing assignments, and looking for information from the outside of the classroom are generally more extrinsic (encouragement that comes from the outside) and not the intrinsic motivation which is done in order to enhance their knowledge and insight. (6) Performance of the lecturer in conducting classes and assessment generally is adjusted with the principles of learning CBC. However, there are some lecturers of PAI major who still conduct using the old paradigm, which is absolutism paradigm with the main lecturing method using the speech method of dictation and monologue and the assessment systems which emphasize the final product through a test which tend to make knowledge reproduction. (7) The conduction of the PPL in



the PAI major of the Faculty of Education can be considered as the basic preparation for the candidates of the teachers.

Based on the findings above, it can be concluded that there are three forms of the development of education in PAI major, which is firstly, the need for the improvement of curriculum in PAI major especially relates to the formulation of competency and object of study. Second, the need for development in the concentration program, namely: Concentration of Education of PAI Teacher in public schools, teachers at madrasa which include PAI teacher for Quran-Hadith, teachers for Aqedah-Morals, teacher for Fiqh, Teachers for Islamic Culture and History (SKI), and PAI Teachers for School International. Third, there is a need for professional education to be conducted for the alumni PAI major before they carry out duties as a teacher.

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