POLICY ANALYSIS OF ISLAMIC EDUCATION MANAGEMENT PROGRAM CURRICULUM DEVELOPMENT IN PREPARING QUALITY GRADUATES IN THE ERA OF INDUSTRIAL REVOLUTION 4.0

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Abstrak:

Artikel ini bertujuan untuk mengetahui hasil analisi kebijakan pengembangan kurikulum prodi MPI S1 FTIK IAIN Jember dalam menyiapkan lulusan bermutu pada era revolusi industry 4.0. Kurikulum memegang kedudukan kunci dalam pendidikan, sebab berkaitan dengan penentuan arah, isi dan proses pendidikan, yang pada akhirnya menentukan mutu lulusan suatu lembaga pendidikan. Mutu pendidikan menjadi harapan bagi semua pihak yang terlibat dalam dunia pendidikan. Setidaknya ada 2 hal yang menjadi alasan mengapa mutu pendidikan itu menjadi penting bagi masyarakat. Pertama, aspek persaingan. Persaingan terjadi baik antar lembaga pendidikan maupun dalam dunia kerja. Pada Era Industri 4.0 calon tenaga kerja harus dibekali dengan pendidikan yang bermutu dan keterampilan menggunakan Informasi Teknologi (IT) untuk mendapatkan pekerjaan yang lebih baik. Kedua, munculnya kebebasan dan otonomi bagi institusi pendidikan yang mengharuskan pentingnya mutu di setiap jenis, jalur, dan jenjang pendidikan. Semua orang berkepentingan dengan kurikulum khususnya para pengelola pendidikan, sebab kita sebagai orang tua, sebagai warga masyarakat, sebagai pemimpin formal ataupun informal selalu mengharapkan tumbuh dan berkembang peserta didik, pemuda, dan generasi muda yang lebih baik, lebih cerdas, berkemampuan tinggi, dan sukses. Kurikulum memiliki andil yang cukup besar dalam melahirkan harapan tersebut. Untuk itu kurikulum harus selalu di evaluasi setiap tahun hasilnya digunakan sebagai analisis kebijakan pengembangan kurikulum yang sesuai dengan perubahan zaman, pengembangan IPTEK, tuntutan kebutuhan peserta didik, dan tuntutan kebutuhan masyarakat sebagai pengguna lulusan.

Kata Kunci: *Analisis Kebijakan, Pengembangan Kurikulum, Pendidikan Islam, Lulusan Bermutu, dan Era Revolusi Industri 4.0*

Abstract:

This article aims to determine the results of policy analysis of the curriculum development of the Islamic Education Management Program (MPI), Faculty of Tarbiyah and Educational Sciences (FTIK), UIN Kiai Haji Achmad Siddiq Jember in preparing quality graduates in the Industrial Revolution 4.0. The curriculum holds a key position in education because it is related to the direction, content, and educational process, which ultimately determines the quality of graduates of an educational institution. The quality of education is hope for all parties involved in education. There are at least 2 things that are why the quality of education is essential for the community. *First* is the competitive aspect. Competition occurs both between educational institutions and in the world of work. In the era of industry 4.0, prospective workers must be provided with quality education and skills to use information technology (IT) to get a better job. *Second*, the emergence of freedom and autonomy for educational institutions requires the importance of quality in every type, path, and level of education. Everyone is interested in the curriculum, especially the managers of education, because we as parents, as citizens, as formal or informal leaders always expect to grow and develop students, youth, and the younger generation are better, more intelligent, highly capable, and successful. The curriculum has a considerable share in the birth of these expectations. For this reason, the curriculum must always be evaluated every year; the results are used as an analysis of

the development policy of the curriculum by the changing times, the development of science and technology, the demands of the needs of students, and the demands of the needs of the community as a graduate user.

Keywords: Policy Analysis, Curriculum Development, Islamic education, quality graduates, and Industrial Revolution Era 4.0

Introduction

Education is an effort to conduct a learning process for learners to achieve educational goals applied in a country. Education cannot be separated from life, as Rupert said. C. Lodge, in A. Heris Hermawan,[1] is "in this sense, life is education, and education is life." Education is inseparable from the curriculum that the government has set. A curriculum is a method used to improve the quality of education in a country.

Efforts to realize quality education are certainly not an easy job. The current condition shows that all efforts to improve the quality of education have been implemented, among others, the development of kurukulum, enhancing the quality of teachers, principals, and supervisors through various kinds of education and training, and infrastructure improvement.

The quality of education is influenced by the quality of the teaching and learning process. In contrast, the quality of the teaching and learning process is influenced by various interrelated components, namely student input, curriculum, educators, educational personnel, infrastructure, funds, management, and the environment. The curriculum is one of the very strategic components because it is a set of plans and arrangements regarding the objectives, content, learning materials, and ways used as guidelines for implementing learning activities to achieve specific educational goals.[2]

The quality of the study program determines the quality of education at the university. The quality of the study program has to do with the strength, ability, and efforts of the study program in implementing the functions of educational management to achieve the study program's vision, mission, and goals. Various strategies need to be implemented to achieve good quality improvement by the national standard of education (SNP). The study program quality improvement strategy is an effort to create a quality culture that encourages all components of human resources to give satisfaction to customers, both joy in providing services in the learning process and happiness of educational outcomes to their expectations.

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[1] A. Heris Hermawan, Filsafat Pendidikan Islam, Jakarta : Direktorat Jenderal Pendidikan Islam Departemen Agama RI, 2009, 78.

[2] UU. RI. No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Kloang Klede Putra Timur. 2003.

Therefore, before preparing the curriculum, each academic unit first needs to conduct a study or analysis of the potential or strengths, weaknesses, opportunities, and challenges faced both at this time and in the future. This analysis will reference the curriculum development, followed by the formulation of vision, mission, strategy, and learning programs relevant to students' condition, potential, and needs and the surrounding area.

Literature Review

1. Analysis of Islamic Education Policy

a. Definition of Islamic Education Policy Analysis

Aceh Suryadi and H. A. R Tilaar,[3] in their book "Education Policy Analysis an Introduction," explain the various understanding of education policy analysis of some figures, among others:

1) Dunn: reveals that policy analysis is a procedure for producing information on societal problems and solving them.

2) Duncan MacRae: policy analysis is an Applied Social Science discipline that uses rational argumentation using facts to explain, judge, and generate thoughts to solve public problems.

3) Stokey and Zeckhauser analyze the policy as a rational process using rational methods and techniques.

While Ahmad Tafsir[4] defines Islamic education as guidance given by a person so that he develops optimally by the teachings of Islam.

From some of the above understanding, the analysis of Islamic education policy is a way or procedure in using a human version of and solving the problems of Islamic education policy by using the understanding possessed by the man himself.

b. Factors Affecting Islamic Education Policy

1) Religious Factors

In the course of history, educational activities are determined by the background's vision, mission, and nature. In various literature has not been found the formulation of the vision-mission of Islamic education explicitly. Still, Abudin Nata explained that the vision, mission of Islamic education attached to the vision, the mission of the teachings of Islam itself are associated with the idea of the apostolate of the prophets, ranging from Prophet Adam As

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[3] Aceh Suryadi dan H.A.R. Tilaar, *Analisis Kebijakan Pendidikan, Sebuah Pengantar*, Bandung: Rosdakarya, 1994, 40.

[4] A. Tafsir, *Filsafat Pendidikan Islami*, Bandung: Remaja Rosda Karya, 2013, 32.

to the apostolate of Prophet Muhammad, is building a human life that is obedient and submissive to Allah The Almighty and brings mercy to all nature.[5]

While the mission of Islamic teachings that glorify humans becomes the mission of Islamic education, the realization of a healthy human being physically, spiritually, and intellectually, as well as having knowledge, skills, noble morals, life skills that allow him to take advantage of various opportunities given by God, including the manager of natural wealth on land, in the ocean, even in space is the mission of Islamic education.

The mission of Islamic education indicates the need to associate Islamic education with the future because Islamic education that is not future-oriented will be outdated and not adaptive.

2) State Ideological Factors

Between Islamic education and Indonesian national education cannot be separated. It can be traced from two facets:

First, from the concept of preparing the Indonesian national education system itself. *Second*, from the nature of Islamic education in the religious life of Muslims in Indonesia. The preparation of a national education system should be concerned with the problems of humanity's existence and the Indonesian nation's presence, both about the past, present, and future development possibilities.

The existence of the Indonesian nation was realized with the proclamation of independence on August 17, 1945, which showed that the Indonesian nation was independent and united. Fully sovereign state." The Indonesian government has been determined to build and develop the country with Pancasila as the foundation of ideology and UUD 1945 as its constitutional foundation".[6]

3) Factors of development of society

The development of the world community and Indonesia is ensured towards the informatical society, as a continuation of modern society. If modern society has the characteristics of rational, forward-oriented, open, respect for Time, Creative, independence, and innovation, then the information society with these characteristics is not enough. In addition to these characteristics, it still needs to be supplemented by mastering and utilizing information flows, competing, turning challenges into opportunities, and learning various strategies in solving multiple problems encountered-advances in the field of information impact the psyche and personality of the society.

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[5] Abudin Nata, *Modernisasi Pendidikan Islam di Indonesia,* Jakarta: UIN Jakarta Press, 2006, 25.
[6] Rochidin Wahab, *Sejarah Pendidikan Islam di Indonesia,* Bandung: Alfabeta, 2004, 45.

4) Factors of Development of Science

The progress of science and technology in these three decades has influenced all the lives of individuals, societies, and countries. The presence of science and technology is now a question of how the existence of Islamic education faces the rapid development of science and technology. Islamic education, especially its institutions, must master science and technology. Islamic education strategy in the face of the progress of science and technology, according to Hasbullah, is:

a) creative motivation of students towards developing science and technology, and the reference is Islamic values.

b) educating skills, utilizing science and technology products for the welfare of human life and Muslims.

c) creating a solid interweaving between religious teachings and science and technology.

d) instill a general attitude and insight into the future of human life through the ability to interpret religious teachings from their pure and contextual sources with the future of human life."[7]

The point of mind expressed is that Islamic education should be directed so as not to drift due to the progress of science and technology. This strategy is a solution for Islamic education to be able to do, although Islamic education cannot be separated from the Holy Qur'an and sunnah.

c. **Methodology of Islamic Education Policy Analysis**

Policy analysis can be divided into two major parts: quantitative and qualitative methodology. It is almost certain that the approach in policy analysis is entirely qualitative. This is because policy analysis is a process of understanding policy problems so that it can give birth to an idea and thought about the ways of solving them.

Qualitative methodology in policy analysis is more interested in profoundly understanding policy problems than looking at policy problems for generalization. Qualitative methodology prefers to use in-depth analysis, which examines policy problems on a case-by-case basis because this qualitative methodology believes that the nature of one problem will be different from the nature of another problem. What results from this qualitative methodology is not a generalization but a deep understanding of a problem.

Quantitative methodology is a more active form of the empiricism paradigm, often called the "quantitative-empirical" approach. This quantitative approach is interested in objectively measuring social problems. To be able to measure, each social issue is first translated into

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[7] Hasbullah, *Kapita Selekta Pendidikan Islam*, Jakarta: Grafindo Persada, 1996, 29.

several components of the problem, indicators, and variables. The main objective of this quantitative methodology is not to explain a problem but to produce a generalization. With this generalization, researchers or policy analysts must create policy alternatives that can be applied as a whole in a broader scope.[8]

d. Educational Policy Analysis Approach

The policy analysis approach includes two major parts in the policy analysis literature, namely the descriptive system and the normative method.

1) The descriptive approach is a procedure or method used in science development research, both pure and applied science, to explain a symptom in society. The term used by Cohn regarding this descriptive approach is a positive approach that is manifested in the form of scientific efforts in presenting the State of Art or the state of what is of a symptom that is being studied and that needs to be known by the user.[9] The objective of the descriptive approach in policy analysis is that decision-makers understand the problems being highlighted from a policy.

2) The normative approach, often called the prescriptive path, is an attempt in science to offer a norm, rule, or "prescription" that the user can use to solve the problem. This approach aims to facilitate the users of research results in determining or choosing one of several options ways or procedures that are most efficient in dealing with or solving a problem.[10]

2. Curriculum Development

Curriculum development is to direct the curriculum to the expected educational goals because of the various positive influences that come from outside or within itself, hoping that students can face their future well.[11] Curriculum development is the process of curriculum planning to produce a comprehensive and specific curriculum plan. This process involves selecting and organizing various components of the teaching-learning situation.[12]

While curriculum development is a tool to assist teachers in performing the task of teaching materials, attracting students, and meeting the community's needs, meanwhile, Beane, Toepfer, and Allesia stated that curriculum development is a process in which participation at various levels in making decisions about goals, about how dreams are realized through the teaching and learning process, and whether the tools and plans are harmonious and effective.[13]

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[8] Aceh Suryadi dan H.A.R. Tilaar, 48-49.
[9] Aceh Suryadi dan H.A.R. Tilaar, 46-48.
[10] http://immstitwates.blogspot.com/2014/04/ makalah nuryani dkk. analisis-kebijakan-pendidikan.html
[11] Dakir, *Perencanaan dan Pengembangan Kurikulum*, Jakarta : PT Rineka Cipta, 2004.
[12] Oemar Hamalik, *Kurikulum dan Pembelajaran*, Jakarta : Bumi Aksara, 2011, 183.
[13] Ahmad, Dkk.1998. Pengembangan Kurikulum. Untuk IAIN dan PTAIS Semua Fakultas dan Jurusan, Bandung : Pustaka Setia, 1998, 63.

From some of these definitions, it can be concluded that the purpose of curriculum development is a process of planning, producing a new curriculum that is better through the steps of curriculum preparation based on the results of the assessment of the curriculum that has passed, to provide better teaching and learning conditions.

3. Quality Graduates

According to the dictionary of Indonesian language (KBBI), quality is the same as the quality of an object's good or bad condition; levels, levels, or degrees such as intelligence, intelligence, and so on.[14] Quality or quality in the discipline of school management is called effective and efficient. Effective is an action that can affect, give results and be helpful for the organization. Efficient is a way of doing activities by considering accuracy, cost, time, energy, and other resources. In general, quality or quality is a comprehensive description and characteristics of goods or services that indicate their ability to satisfy expected or implied needs.[15]

In general, quality is the overall description and characteristics of a good or service that shows its ability to satisfy expected or implied needs. In the context of education, the definition of quality includes the input, process, and output of education.

Quality graduates are viewed from the point of view of the process when the educational component is actively involved and supports the learning process together, giving a positive influence on the development of students, such as inputs include teaching materials, learning methodologies, learning infrastructure, administrative management and other appropriate resources such as the creation of a conducive and representative learning environment. At the same time, the quality of students from the aspect of learning outcomes is standardized on the results of success or learning achievements or the level of learning achievement achieved by a student achievement when he graduated from college.[16]

The quality of education or school quality is often focused on the quality of graduates. Still, education or school can't produce quality graduates if not through a quality educational process. The word quality is often debated about what" quality " is. One definition of quality is (measure) good or bad an object; rate; degree or degree (intelligence, intelligence, and so on).[17]

4. Industrial Revolution Era 4.0

Please note the era of the Industrial Revolution 4.0 is a trend in the industrial world that combines automation technology with cyber technology. This trend has changed many human lives, including the economy, education, the world of work, and even man's lifestyle. In short, Revolution 4.0 imparts intelligent technologies that can connect with different areas of human life.[18]

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[14] Mone, 2002: 768.

[15] Mone, 2002: 7.

[16] Edward Sallis, *Total Quality Management in Education (alih Bahasa Ahmad Ali Riyadi)*, Jogjakarta: IRCiSoD, 2008.

[17] www.kamus bahasa indonesia.org/mutu

[18] https://www. maxmanroe.com, revolusi industry 4.0. Artikel Viranda Tresya, 2018, Mahasiwa Universitas Muhammadiyah Malang.

The Industrial Revolution 4.0 can be the era of quality competition or the quality of a product. Quality products will be in demand by consumers. Otherwise, non-quality products will be abandoned by consumers. Likewise, universities in the era of the Industrial Revolution 4.0 must be based on quality if not wanted by consumers. How the university participates in educational services and the development of human resources has advantages.

As prospective economists studying at the university, the students expect the results of their education to have a double value, namely science, degree, skills, experience, beliefs, and noble behavior that can compete in the era of the Industrial Revolution 4.0. All of them are needed to enter the world of work and prepare to open jobs by expecting a better and more prosperous life.[19]

5. **Policy Analysis of Islamic Education Management Program curriculum development in preparing quality graduates in the Era of Industrial Revolution 4.0.**

The most urgent demand in spurring the development of quality education and relevant to the needs of the world of work in the era of the Industrial Revolution 4.0 is to improve the ability to conduct policy analysis. Policy analysis is an Applied Social Science discipline that uses rational argumentation by using facts to explain, assess, and generate thinking to solve public problems.[20]

While the analysis of education policy is a procedure to produce educational information, using data as one of the inputs for the formulation of several alternative policies in making decisions that are political to solve the problem of university education as one of the educational institutions responsible for providing quality education, and also reliable in the field of development, these responsibilities are contained in the Tri Dharma, namely the first in the field of education and teaching, the second field of research, and the third field of community service.

The university was organized to deliver students (students) to be human beings who survive in their day. Along with the passage of time and the dynamics of people's lives today, Islamic religious university is experiencing uncertainty in determining the direction of their development because it is faced with the challenges of professionalism and the labor market.[21]

One of the ways that are considered crucial in preparing the above competencies is by developing the MPI program curriculum every 3-5 years based on the evaluation of the curriculum that has been implemented. The curriculum needs to be well formulated. In principle, the university is education on the school education path at a higher level than secondary education on the school

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[19] M. Rosul Asnawi, *Strategi meningkatkan Lulusan Bermutu di Perguruan Tinggi*. Jurnal. Makara, Sosial Humaniora, Vol. 9. No.2 Desember 2005: 66-7.

[20] Duncan MacRae, Jr., The Social Function of. Social Science (New Haven, CT: Yale University Press, 1976

[21] (Nurdin: 2011)

education path.[22] The University aims: first, to prepare students to become members of the community who have academic and professional skills that can apply, develop and enrich the repertoire of Science, Technology, and the arts. Second, develop and disseminate science, technology, and the arts and seek their use to improve the standard of life of the community and enrich the National Culture.

Research Methods

The research approach used is qualitative descriptive type. The location of this study is UIN Kiai Haji Achmad Siddiq Jember. Determination of research subjects using purposive. The subjects consisted of; Vice-Rector 1 academic affairs, Vice Dean 1 academic affairs, head of Islamic Education Management Program (MPI), lecturers, graduates, and students. Data collection techniques use semi-participant observation, in-depth interviews, and documentary studies. Data analysis using qualitative descriptive analysis with Miles and Huberman interactive model with three steps: data condensation, data presentation, data verification/conclusion, and SWOT analysis. While the validity of the data uses credibility, including peer discussion and triangulation, then dependability and confirmability so that research results can be accounted for.

Discussion of Research Results

1. Factors affecting Curriculum Development Policy of Islamic Education Management Study Program (MPI), Faculty of Tarbiyah and Educational Sciences (FTIK) at UIN Kiai Haji Achmad Siddiq Jember in preparing quality graduates in the era of Industrial Revolution 4.0

From the results of interviews, observations and corroborated with documentation, the findings of research on the analysis of factors that affect the development of the curriculum of the Islamic Education Management Program (MPI) in preparing quality graduates in the era of the Industrial Revolution 4.0 are (1) because of the government's policy on the Indonesian National Qualification Framework (KKNI), (2) because of the changing times and, (5) the demands of graduate users, (6) because of the change of leaders at the university and faculty level, (7) the demands of increasing human resources (HR) to face the era of the Industrial Revolution 4.0

The findings of the above research, by the theory put forward by Muhammad Ali (2009: 12), said that:" in the analysis of needs, the preparation of the curriculum needs to recognize what types of conditions are felt by the community that is seen to improve the standard of life. Based on the

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[22] Peraturan Pemerintah Nomor 60 Tahun 1999, tentang Pendidikan Tinggi, Bab I Pasal 1

needs that can be identified, a priority scale is drawn up, which are the types of conditions that are considered the most important to strive for their fulfillment.

Based on the opinion of Muhammad Ali, it is natural that the educational curriculum is constantly changing and evolving to the needs of education where all components of the nation participate in encouraging education providers always to carry out the process of improvement, modification, and evaluation of the curriculum used. In the process of quality control of education, the curriculum is an essential device because it becomes the basis for ensuring the competence of graduates from the educational process. The curriculum should permanently be changed periodically to suit the dynamic needs of graduate users over time.

The above findings are also by The Theory of Sukmadinata (2006: 158), which says that three factors influence curriculum development, namely: (1) University, (2) society, and (3) value system.

a. University

The university has at least two influences on the curriculum; first, in terms of the development of science and technology in general higher education. Knowledge and technology contribute a lot to the content of the curriculum and the learning process. The type of knowledge acquired at the university will influence the content of the lessons developed in the curriculum. In addition to being the content of the curriculum, the development of technology also supports the development of educational tools and media.

Second, in terms of developing education and teacher training and preparing teachers of educational institutions of educational personnel (LPTKS, such as FTIK, FKIP, STKIP), it should permanently be changed curriculum and developed by the changing times and the development of science and technology. The curriculum of educational institutions also affects the development of the curriculum, primarily through the mastery of knowledge and teacher training skills of the teachers it produces. Mastery of science, both education and science fields of study, and the teaching ability of teachers will significantly affect the development and implementation of the curriculum. Lecturers or teachers who teach at various levels and types of schools, ni adults, are generally prepared by the educational institutions of educational personnel (LPTK) through various programs, namely the teacher professional education program.

b. Society

The university is part of the community, which is in charge of preparing students to be able to live in the community. As a part and agent of society, the university is strongly influenced by the community environment in which the university is located. The content of the curriculum should reflect the condition of its users and efforts to meet their needs and demands.

The society that exists around the university may be homogeneous or heterogeneous. The university is obliged to absorb and serve the aspirations of the community. One of the strengths that exist in society is the business world. The development of the business world in the community will affect the development of the curriculum. This is because the university prepares children to finish college and be able to live, work, and try. The type of work in society has implications for universities' curricula developed and used.

c. Value System

There are a system of values in social life, moral, religious, social, cultural, and political matters. School as a community institution is also responsible for maintaining and inheriting positive values that grow in the community. The value system that will be held and continued must be integrated into the curriculum. The problem for curriculum developers is that the value that exists in the community is not just one. Society is generally heterogeneous, consisting of various ethnic groups, vocational groups, intellectual groups, social groups, religious, and spiritual groups, each of which has distinctive and unequal values. In society, there are also aspects of social, economic, political, physical, aesthetic, ethical, religious, etc. These aspects often also contain different values.

In reality, the change and development of the curriculum are inseparable from the policy of the University in question, the demands of society as a graduate user, and the value system, both moral, religious, social, cultural, and political values. These values significantly affect the formation of the university's study programs curriculum.

In addition to the above, some factors affect the development of the curriculum, namely:

a. National socio-cultural diversity is the basis for developing various curriculum components such as objectives, content, processes, and evaluation. Social diversity, culture, political aspirations, and economic capabilities are a reality of Indonesia's people and the nation. The fact is indeed positioned as a peripheral object in the national curriculum development process. The community as a source of learning should be used as a source of curriculum content. Therefore, values, morals, customs, and traditions must be accommodated in the curriculum. Furthermore, the curriculum should be able to support the purpose of the curriculum in developing the quality of humanity of learners. In addition to religion, literature, language, sports, and art are contents that can support the development of student humanity.

b. The environment of the academic unit is lecturers, learning resources, and learning objects that are part of student learning activities.

Curriculum development as a process occurs in academic units or universities. This development must be preceded by socialization so that developers (lecturers) can develop a curriculum in learning plans, classroom learning processes, and appropriate evaluations. Universities and other stakeholders can jointly formulate a curriculum that suits the needs, situation, and environmental conditions in which the university is located. Universities can partner with educational stakeholders, such as the world of industry, crafts, tourism, farmers, fishers, professional organizations, and so on, so that the curriculum created by the study program is to the needs in the field.

c. Regional needs. The curriculum as an idea must be developed at the national level, while the curriculum in documents can be designed in the regions. Decisions about the type of information, the format of the semester lecture plan (RPS), and the components of the curriculum (objectives, materials, learning process, and evaluation) are determined at the regional level as well, where the college is located.[23]

The opinion of Toni Pandu (2009) is not much different from the idea of Sukmadinata that the factors that influence the change and development of the curriculum are (1) national social-cultural diversity relevant to the demands of the community as a graduate user, (2) the environment of education units relevant to higher education, and (3) regional needs relevant to the value system in an area where the educational institution is located.

2. **Policy analysis of the development of the vision, mission, and objectives of the Islamic Education Management Program (MPI), Faculty of Tarbiyah and Educational Sciences (FTIK), UIN Kiai Haji Achmad Siddi Jember in preparing quality graduates in the era of the Industrial Revolution 4.0**

Based on the interviews, observations reinforced with documents and SWOT analysis, vision, mission, goals, and profiles of the Islamic Education Management Program (MPI) in preparing quality graduates in the era of the Industrial Revolution 4.0. the conclusion is generally acceptable by students and the public, especially graduate users, but still must be refined by (1) the changing times and development of Science and Technology (Industrial Revolution era 4.0) (2) the demands of students who do not want to become teachers but become pure administrative personnel, and (3) the demands of graduate users (the world of work). For this reason, the vision, mission, goals, and profile of the curriculum starting in 2013, 2015, 2018 were refined into the 2019 curriculum with a dream of "becoming a superior and reliable study program in producing Islamic

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[23] https://skripsi solusi.wordpress. com/ 2009/12/05/faktor-faktor-yang-mempengaruhi-pengembangan-kurikulum/ faktor-faktor yang mempenga ruhi pengembangan kurikulum Posted by tonipandu on 5 Desember, 2009.

education staff scholars who are experts in the field of Information Technology (IT) - based education administration in 2025".

The research findings are by the stages of the mechanism for preparing the vision and mission that has been formulated from academic texts (SWOT analysis, needs analysis (Market Signal), target achievement indicators), as well as the vision of the faculty and study programs that have been agreed by the internal parties, namely the Rector, Vice-Rector, Dean, vice dean, chairman of the Study Program of the Faculty of Education and teacher training, and representatives of Islamic education management lecturers, chairpersons of institutions, chairpersons of UPT, Deans, lecturers, Educational Personnel, and students. Then the analysis of the relationship between the vision, mission, objectives, and profile of the Islamic Education Management Program (MPI), Faculty of Tarbiyah and Educational Sciences (FTIK), UIN Kiai Haji Achmad Siddiq Jember is as follows:

The Islamic Education Management Program (MPI) in 2013, 2015, 2018, and last in 2019 is "to be a superior and reliable study program in producing Islamic education staff scholars who are experts in information technology-based education administration in 2025".

This vision contains statements related to:

a. Types of output produced, namely: graduates,

b. Output standards obtained, namely: competitive and competitive in managing educational institutions, by its expertise in the field of Education Administration, both statements contained in the vision of the Islamic Education Management Program (MPI) above will be achieved through the implementation of the mission set, namely:

1)   Carrying out education and teaching designed to produce graduates ready to become educational personnel experts in educational administration excel in Information Technology (IT) and management.

2)   Carry out research in comprehensive and applicable education management.

3)   Carrying out community service, especially in developing the substance of Islamic education management that is proactive and anticipatory in facing and solving problems that grow and develop in society.

4)   Establish cooperation with educational institutions, government institutions that handle education, and related institutions both domestically and abroad to develop the substance of Educational Management.

Vision, mission, goals, and profile are no problem. As for the Islamic Education Management Program (MPI) shape in 2015, there is still an alternative profile for becoming a Pai teacher. There

is no alternative profile for becoming a PAI teacher in 2018 and 2019, the Islamic Education Management Program (MPI) profile. His profile has adjusted the decision of the Director-General of Islamic education No. 2500 of 2018 on the standard of Graduate competence and learning achievements of undergraduate study programs at Islamic religious universities and Islamic Religious faculties at universities, namely: (1) become educational administrative personnel, (2) Become a research assistant, and (3) become an assistant educational consultant.

The Islamic Education Management Program (MPI) curriculum is designed not only by involving academics and experts but also by asking for input from several community components, including lecturers, students, school and madrasah managers, alumni, and authorized officials. To determine the suitability of the design, content, and implementation of the curriculum with the demands and needs of stakeholders (students, guardians of students, users of graduates, and alumni), then evaluate/feedback in several ways, namely:

a. Evaluation of students is done in two ways, structured and unstructured. Structured is done by conducting a planned curriculum review at least every year. While the formless is done using informal dialogue between students and lecturers and academic advisor lecturers (DPA), the results are delivered to the chairman of the MPI program at the meeting of lecturers of the study program.

b. Evaluation of alumni is done by providing questionnaires and written input about the demands and needs that need to be responded to by the MPI program. In addition, there were also discussions and seminars on curriculum development both internally and externally

c. Evaluation of users or prospective users graduates. This evaluation is carried out when students finish implementing field experience practice (magang) in schools/madrasah/ Mora offices/kemendiknas/per USDA. In addition, the head of the MPI study program conducted research on alumni and graduated users (director of Madrasah and principal) to determine the quality of performance of graduates who work as educational administration personnel (MPI study program form in 2019).

3. **Curriculum Development Policy Analysis On Quality Improvement Strategy Islamic Education Management Program (MPI), Faculty of Tarbiyah and Educational Sciences (FTIK), UIN Kiai Haji Achmad Siddiq Jember in preparing quality graduates in the era of Industry Revolution 4.0**

Based on the results of interviews, observations, and strengthened with documentation, then the Curriculum Development Policy Analysis on the quality improvement strategy of the Islamic Education Management Program (MPI) Faculty of Education and teaching science UIN

Kiai Haji Achmad Siddiq Jember in preparing quality graduates in the era of industry Revolution 4.0 using (1). implement quality learning by compiling the curriculum in accordance with the profile of the study program and implement the management principle of "the righ man on the place " in the distribution of lecture points to the dosen, (2) compile an excellent syllabus and RPS in accordance with standart, 2) conduct monitoring and evaluation of learning implemented by dosen through evaluation lecture by students (EDOM) and LPM, (3) , (5) fulfilled reference books MPI program maximally on standart, (6) evaluation of attendance of dosen and students online, (7) training of ICT-based computer applications, (8) training of entrepreneurship, (procurement and publication of National Journal OJS MPI program accredited, (9) writing of books teaching subjects for lectures of MPI program, (10) competitive research for dosen and students, and (11) competitive devotion for dosen and students the Faculty of education and teaching Sciences UIN Kiai Haji Achmad Siddiq Jember, (12) enter the Association of MPI Program (PPMPI), (13) establish cooperation with various parties both domestic and foreign, (14) implement appeal studies for dosen and students, and (15) provide a lot of observation and practice tasks on the core lecture points of the Islamic Education Management Program (MPI).

The above findings correspond to Khuroiroh's thesis research titled" Strategy to Improve the Quality of Education Through the Fulfillment of Education and Education Standards at MTs Miftahul Anwar 2014". The result is that applying the management of educators and education to improve the service in a school is not easy. Many factors support and hinder. Factors that support the service to the teaching participants are the facilities provided to the teaching participants, such as classrooms, learning media, human resources appropriate to their field, and other means of resident infrastructure. At the same time, the hindering factor is the lack of support from each party in helping to launch the existing process.[24]

The above findings also correspond to the Theory of Nur Hasan (1994: 390), saying that based on the quality of education's characteristics, then indicators can be quantified between the board of education capable of low quality of education. The hands or criteria that can be used as a gauge of the quality of Islamic education in this framework are:

    a. Result of education

    b. Direct result of education. It is this direct result that is used as a counterpoint to anecdotes, rating scales, and attitude scales,

    c. Educational process

    d. Input instrument is a device interacting with raw input (student), and

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[24] https://www.google.com/search?q=Tesis+Khuroiroh+dengan+judul+%E2%80%9CStrategi +peningkatan +mutu+pendidikan+melalui+pemenuhan+standart+ Tenaga+Pendidkan+dan+Kependidikan+

e. Raw input and environment.

In this indicator, education has a massive impact on the managerial process of education with the flow of quality performance of education itself. This means that the quality meter of Education directs the management of educational institutions.

The organizational pattern of such quality of education leads to the efforts of educational institutions to create educational processes that produce competitive outputs to the expectations of stakeholders. Therefore, various inputs and processes need to refer to the quality of education results (work) to be achieved, especially standards that have been agreed upon while still wanting to map customers and resources that can serve them.

Conclusion

Factors affecting the Curriculum Development Policy of the Islamic Education Management Program (MPI), Faculty of Tarbiyah and Educational Sciences (FTIK), UIN Kiai Haji Achmad Siddiq Jember in preparing quality graduates in the era of Industry Revolution 4.0 is due to (1) the change of times and the development of science and technology (IPTEK), (2) the existence of government policies on curriculum based on them, (4) the demands of society as a graduate user as well as the demands of the world of work that requires graduates to have competency in the field of IT, (5) due to the turn of leaders at the institute level, (6) the demands of human resource improvement (HR) to usher in the era of the Industrial Revolution 4.0

Analysis of vision, mission, purpose, and profile of Islamic Education Management Program (MPI) in preparing quality graduates in the era of Industrial Revolution 4.0. Students and society can already accept conclusions in general, especially users of graduates, but still must be perfected by (1) the changing times and the development of IPTEK (the era of Industrial Revolution 4.0), (2) the demands of students who do not want to become teachers but become a pure administrative force, and (3) the demands of users of graduates (world of work). To that end, the vision, mission, purpose, and profile of the curriculum from 2013, 2015, 2018 were perfected into the 2019 curriculum with the idea "to be superior and trusted study program in producing master of Islamic education who is expert in the field of administration of Education based on information technology (IT) and Islamic values of the archipelago in 2025".

Curriculum Development Policy Analysis on Islamic Education Management Program (MPI), Faculty of Tarbiyah and Educational Sciences (FTIK), UIN Kiai Haji Achmad Siddiq Jember in preparing quality graduates in the era of industry Revolution 4.0 using (1). implement quality learning by compiling a curriculum in accordance with prodi profile by implementing the management principle of "the righ man on the place" in the distribution of lecture points to the

dosen, (2) compile an excellent syllabus and RPS in accordance with standart, (3) conduct monitoring and evaluation of learning implemented by dosen through EDOM and LPM as quality assurance institutions, (4) conduct audit of learning for young dosen, (5) MPI maximally on Standart, (6) evaluation of online attendance of dosen and students, (7) training of ICT-based computer applications and training of entrepreneurship, (8) procurement and publication of the National Journal OJS prodi MPI accredited , (9) writing books teaching subjects for dosen-dosen Prodi MPI, (10) research and devotion of competitive society for dosen and Students Islamic Education Management Program (MPI), (11) establish cooperation with various parties both domestic and foreign, (12) , and (13) a lot of observation and practice tasks on the core lecture points of the Islamic Education Management Program (MPI), and (14) entered the association members prodi Islamic Education Management Association (PPMPI) Indonesia.

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