Strategy for Enhancing Lecturer Quality of Islamic Religious Education Programs in Regional Kopertais 1 Jakarta

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Abstract: *In improving the quality of education in the Islamic Education Study Program fostered by Kopertais Region 1 Jakarta, the human resources of PAI lecturers become an important point to develop its quality. This is like the competition and expectations to improve the quality of graduates some factors lie behind the internal and external sides. This study tries to identify the dominant factors in the development of the quality of PAI lecturers, with the IFAS and EFAS mastrix and SWOT approaches as well as some solutions that can be done. As the results of the IFE analysis that the highest ranking of the strength of Kopertais lecturers is homebase at PTKIS, followed by certified lecturers will improve quality. Meanwhile, from the weakness side, the lecturers were less than optimal in research and service, and followed by less teaching applications to students. The results of the analysis of the highest ranking EFE from the Act guarantee to improve the quality, followed by the development of science and technology more quickly. Whereas on the threat side of the Law, instructing lecturers to improve quality and followed by lecturer participation in developing community activities. Then the PAI lecturer is demanded to develop their quality to be able to improve the education quality of the PAI Study Program in Kopertais Region 1 DKI Jakarta.*

Keywords: Strategy, Quality improvement, lecturer

1. Introduction

Quality is seen as a process so that quality is interpreted as a process that is structured to increase the resulting output. Thus, the result of quality is the product. On the other hand, quality is a condition of a set of characteristics of goods or services which must be following the wishes of the user. In this context, Marsono, as quoted by SyaripudinBasyar, asserted that to produce quality educational service, it must be clarified in advance what and what quality students want.the quality of education has now become a way to realize effective and efficient education in efforts to increase human resources. If observed more deeply then the focus of effective and efficient education is essentially learning. Quality management in learning (quality support in teaching) in the implementation process is influenced by educational quality sources starting from the understanding of lecturers.(Basyar, 2016)

The educational activity is considered to be of high quality if higher education can provide the best learning opportunities that can be utilized to teach students to achieve their goals. Thus the quality and professionalism of teaching staff become the main points to be able to create graduates that are qualified students concerning the certainty of suitability and effective learning, support, assessment and providing learning opportunities for students.(Basyar, 2016)

Meanwhile, the quality of education is very much determined by the factor of education human resources or educators who directly play a role in determining the quality of education. Besides human resources aimed at improving the quality of Indonesian education and developing Islamic religious tertiary institutions, it is also one of the key factors in increasing competitive advantage or competitiveness among educational institutions. This is in line with Jay B Barney's statement, that organizational resources and capabilities are the basis for the continuous formation of competitive advantage.(Barney, 1986).This resource-based view suggests that human resource systems can support the excellence of Islamic tertiary institutions through quality development.(Barney, 1992)

Olivia Fachrunnisa explained that human resources are instruments/objects that play an important role in the successful management of an organization or company. Human resources (HR) are vital functions performed in organizations that facilitate the most effective use of people to achieve organizational and individual goals. Human resources are used as one of the main keys to achieving goals, both individuals and organizations. The application management function, specifically human resource management functions as a human will increase the effectiveness of existing humans to carry out certain activities that lead to the main goal, namely the effectiveness of performance.

However, in the past few years regarding the condition of human resources (lecturers) at the Private Islamic Religious Colleges (PTKIS) in the Jakarta area and its surroundings, there are still some who have not met the qualifications for increasing the functional position of lecturers. There are still several lecturers in tertiary institutions whose functional status is still as teaching staffs, but they have not yet taken care of the levels such as expert assistants, lecturers, chief lecturers, and professors. This information was obtained based on the results of interviews conducted with the Head of PAI at PTKIS in Kopertais Region 1 DKI Jakarta.

Data from the DKI Jakarta Region 1 Kopertais noted that the position of the Functional Position or the rank of lecturer in the Islamic Education Study Program was still dominated at the level of expert assistants, for positions above it was still small. This proves that the quality of PAI lecturers is not yet quality in aspects of academic functional positions.Thus based on the above background, the writer tries to explore, observe, and analyze various kinds of problems that exist in the quality of lecturer human resources at PTKIS in Kopertais Region 1 DKI Jakarta, as well as how the strategy

is in the framework of developing the quality of PAI lecturers with the SWOT analysis approach.

2. Literature Review

Human Resources (HR) in Islamic Education Institutions
Islamic Religious Colleges in Indonesia cannot give up their characteristics as higher education institutions that disseminate the teachings of Islamic values. In the notion of Langgulung that is not much different from its predecessors, Islamic education is a process of preparing the next generation to fill the role, transferring not only knowledge but also Islamic values that are aligned with the human function to worship in the world and reap the rewards in the afterlife.(Alfin, 2012)

Islamic Higher Education is an Islamic educational institution that is new hope for the world of Islamic education in general. It is hoped that these Islamic tertiary institutions can produce superior Islamic generations. Lots of religious leaders and teachers have been born from these institutions. Therefore it is natural that a lot of encouragement to universities to improve themselves in all fields ranging from concepts, curriculum, vision, mission, and not to forget is the development of Human Resources in Islamic Education institutions including teaching staff and also educational staff, and values -the value it stands for.(Amin, 2012)

Then, the human resources of Islamic education in the era of globalization should have several dimensions to be addressed and improved so that Islamic educational institutions can develop and advance by the demands of the era of globalization and avoid collapse, namely a. Dimensions of the faith of human resources in Islamic education towards Islamic teachings, b. Dimensions of understanding and reasoning from the scientific side of Islamic teachings, c. Dimensions of inner comprehension and practice felt by human resources in Islamic education in carrying out Islamic teachings, d. The dimensions of its practice, in the sense of how the teachings of Islam that have been imaged, understood and internalized by human resources Islamic education can be practiced and internalized in developing Islamic educational institutions towards a better direction, especially in this era of globalization.(Muhaimin & Ali, 1996)

Seen, in terms of its objectives Higher education has two main objectives, namely: First, preparing students (students) to become members of the community who have academic and professional abilities that can apply, develop and enrich the realm of science, technology, and art. Second, developing and disseminating science, technology, and arts and striving for their use to improve people's lives and enrich national culture (Government Regulation number 60 of 1999, regarding Higher Education, article 2).

Humans are the most important resource in achieving organizational success. Human resources support the organization with work, talent, creativity, and encouragement.(Siagian, 2002) According to Buchari Zainun, human resources are the most important part of achieving organizational goals, it can even be said human resources are identical to management itself. Human resources within an organization need to be developed to a certain extent under organizational development.

HasanLanggulung saw the potential that existed in humans was very important as a gift given by Allah to carry out his duties as a caliph on earth. A special position in this universe. Humans will not be able to carry out their mandate as a caliph, will not be able to carry out its responsibilities if it is not equipped with these potentials and develop them as a strength and value more human than other creatures.(Langgulung, 1995)

Human resources are one of the elements of input which together with other elements such as materials, capital, machinery, and technology are transformed through a management process into outputs in the form of goods or services to achieve the goals of the organization or company.(Tulus, 1992)Meanwhile, the definition of human resources according to T. Hani Handoko in his book "Personnel Management and Human Resources" is a human who can manage the organization so that organizational goals can be achieved.(Handoko, 2013)

Meanwhile, according to GauzaliSaydam in his book "Human Resource Management" states that human resources are the equation of labor or in other words referred to as employees, personnel, or employees.(Saydam, 2008) From the opinions of some experts above, it can be concluded that the understanding of human resources is a combination of physical abilities (health) and non-physical abilities (which involve the ability to work, think, mental, and other skills) possessed by an individual so that they can work, be creative, have the potential within the organization to achieve predetermined goals.

Quality of Lecturers in Islamic Religious Education Study Programs
To improve the quality of an Islamic education professional human resource management is needed to achieve the desired goals. In this case the ongoing academic activities in the Islamic Religious Education study program, the human element is an important element, because the smooth running of the Islamic Religious Education study program is largely determined by the people who run it. These humans are better known as personnel / human resources. Personnel/human resources here are people who carry out a task to achieve educational goals. Among this personnel are elements of Lecturers (teaching staff).(Abi, 2003)

Increasing the ability to manage and develop tertiary institutions is very much felt necessary, including to use modern management principles oriented to quality. For university owners and managers, the quality management system is essentially rooted in continuous improvement to strengthen and develop the quality of graduates so that it can be absorbed by agencies and the labor market. The economic and monetary crisis and the free market have demanded to be more careful in determining future insights based on consideration of the potential, constraints, opportunities, and threats that demand to be more effective and efficient in acting.(Indrayani, 2011)

As we know that the era of globalization in the era of quality competition or the quality of a product. Quality products will be in demand by consumers, otherwise, if the product is not quality it will be abandoned by consumers. Likewise, universities in the globalization era must be based on quality, how universities in the activities of educational services and human resource development have advantages. Students as intellectual candidates who are studying in tertiary institutions expect the results of the laboratory to have a double value, namely knowledge, degrees, skills, experience, beliefs and noble behavior that can compete in the global market. All of this is needed as preparation for entering the workforce and/or preparation to open employment by hoping for a better life and physical and spiritual well-being.(Asmawi, 2010)

Furthermore, the competence of PAI lecturers is defined as "a set of mastery abilities that must exist in educators (PAI lecturers) to be able to realize their performance appropriately and effectively". All of these tools are not only limited to ownership and mastery but are also able to be applied by PAI lecturers in carrying out their professional assignments. Thus competent PAI lecturers are lecturers who have and apply integrated abilities, namely cognitive, affective, and psychomotor abilities in carrying out their obligations in the educational process.(Asmawi, 2010)

To optimize the performance of PAI lecturers in the face of globalization, lecturers must have good performance. Performance is an activity carried out to carry out, complete tasks and responsibilities by the expectations and goals set. Mangkunegara, A.A. Anwar Prabu, said that performance is the result of the quality and quantity of work achieved by an employee in carrying out his duties under the responsibilities given to him. High and low performance of workers is closely related to the reward system implemented by the institution/organization where they work. Inappropriate rewards can affect someone's performance improvement. Therefore, to improve and optimize the performance of PAI lecturers in the face of globalization, special competencies are needed from the aspect of lecturers as educators for students.(Asmawi, 2010)

3. Method

The research stage begins with a preliminary survey and literature study, problem identification and formulation, method determination, questionnaire preparation, data collection, data analysis and processing of results, SWOT analysis, and preparation of conclusions and suggestions. The identification and formulation of the problem are used by researchers to make it easier to determine the direction of problem-solving.

Respondents involved in this study are those who are competent and know the overall condition of the PAI lecturer, both internally and externally. Expert judgment (expert judgment) is also used to find out how the impact of weakness. And this method gives the expert confidence to know the consequences that will occur.(Rusydiana & Firmansyah, 2018)

Furthermore, the questionnaire was prepared after determining the sample. Data analysis consisted of several stages including the analysis of the internal factor evaluation (IFE) and External Factor Evaluation (EFE) matrix analysis, the analysis of the Internal External matrix (IE), and finally the SWOT matrix analysis.

Internal and external environment analysis of PAI study program lecturers is done by giving a weighting of importance to internal and external factors that have been prepared, then an assessment of the internal-external factors is assessed. The total of total internal factor weights is 1, the total weight of external factors is 1.

The total score on the IFE and EFE matrices is used to determine the current position and condition of the quality of PAI lecturers, and what strategies can be applied. The parameters used in the IE matrix include parameters internal strengths and external influences encountered. The purpose of using this model is to obtain a more detailed PAI lecturer quality strategy.

The next stage after determining the position of the quality of Islamic Religious Education lecturers using the IE matrix is the preparation of the SWOT matrix. The SWOT matrix is based on factors of strengths, weaknesses, opportunities, and threats obtained from the results of the analysis and discussion with experts. The preparation of the SWOT matrix aims to develop alternative strategies that can be used to develop the quality of human resources of Islamic Religious Education lecturers in Kopertais Region 1 DKI Jakarta. Jannah et al. (2013) argue that the tool used to compile strategic factors is the SWOT matrix which can clearly illustrate how external opportunities and threats faced by the quality of Islamic Education lecturers can be resolved with their strengths and weaknesses.

4. Results and Discussion

Furthermore, in this study the identification of internal and external problems is needed to determine the strengths and weaknesses, opportunities and threats in the framework of developing the Quality of PAI Study Program Lecturers in Kopertais Region 1 DKI Jakarta.

Then, internal and external factors are seen from developing the quality of the PAI Lecturer itself as the party being investigated and analyzed. The internal factors include strengths and weaknesses of PAI lecturers in Kopertais Region 1 DKI Jakarta and external factors include opportunities and external threats that will be faced by PAI lecturers. The formulation of the strategy will take into account these two factors and then produce the most appropriate strategy to develop the quality of PAI lecturers in Kopertais Region 1 DKI Jakarta.

Analysis of internal factors (strengths and weaknesses) and external (opportunities and threats) was obtained through a literature review and in-depth interviews with expert respondents who understood the problem of developing the quality of human resources of PAI lecturers in Kopertais Region 1 DKI Jakarta. So with that, it will be able to quickly and precisely identify strategic factors.

1) Internal Factors

Internal factors that influence the development of the quality of PAI study program lecturers in Kopertais Region 1 DKI Jakarta consist of strengths and weaknesses. Factors that become strengths include: 1) the Law on Motivating Lecturers to improve the quality of lecturers' human resources, 2) Kopertais lecturers with competence at PTKIS, 3) Outstanding lecturers will get appropriate incentives/ benefits, 4) Certified lecturers will improve quality, and 5) outstanding lecturers get welfare. While the factors that become weaknesses include: 1) there are still lecturers lazy to take care of ranks, 2) lack of application of teaching lecturers to students, 3) lack of teaching intensity of lecturers to students, 4) lack of maximum lecturers in research and service, 5) few lecturers qualify the certification.

a) Power

- **Law on motivating lecturers to improve the quality of lecturer HR**
  In-Law number 14 of 2005 concerning teachers and lecturers, it is explained that lecturers are a profession that requires certain lecturers 'qualifications and competencies, such as doctors and other professions, lecturers' qualifications and competencies are determined and regulated by law. Thus the lecturer is a professional who must continue to improve his quality to deepen his field of expertise.

- **Kopretais lecturer who has a homage at PTKIS**.
  From some of the literature that has been done include interviews with several experts, lecturers who are under the guidance of Kopertais are lecturers who have a home base at PTKIS. So the lecturer is a permanent lecturer of the foundation that DKI Jakarta Region 1 Kopertais should encourage PTKIS lecturers to take care of the lecturer ranks at least every 2 years.

- **Outstanding lecturers will receive appropriate incentives/benefits**
  Each lecturer will be required to develop the scientific field under their control. The tri dharma process carried out by lecturers is an indicator of lecturer achievement which will later be used as evidence for BKD reporting as an absolute requirement. With the filing that has been done, the lecturer from PTKIS has the right to be proposed to get permanent lecturer allowance by each PTKIS.

- **Certified lecturers will improve quality**
  PTKIS PAI study program lecturers fostered by DKI Jakarta Kopertais Region 1 are required to be able to take care of lecturer certification. With the certification, the lecturer will get benefits. The allowance obtained is a form of appreciation for the achievements that have been made, with the allowance it can be used for the needs of lecturers in improving the standard of living of lecturers and improving quality by continuing education to the Doctoral level.

- **Lecturers with achievements get welfare**
  Outstanding lecturers who have taken care of rank and developed their knowledge will be certain to be able to get lecturer certification. With this, the lecturer will get a certification allowance. The benefits obtained are expected to be realized as welfare for lecturers.

b) Weakness

- **Lecturers who are lazy to take care of the rank**
  The leaders of PTKIS have a passion to improve the quality of the educational institutions they manage. One of the instruments for improving quality is to encourage lecturers to take care of lecturers' ranks. With this, of course, this is a weakness for PTKIS where the lecturer HR is still minimal/lazy in taking care of the rank of lecturer.

- **lack of applications for teaching lecturers to students**
  Lecturers who have gained various kinds of educational experiences that they have participated in, there are still several lecturers who have not been able to apply their knowledge and experience as a whole in the learning process at the campus. Especially in applying information technology media that are still not maximally carried out by PAI study program lecturers.

- **Lack of intensity of teaching of lecturers to students**
  Every tertiary institution, especially PTKIS, still makes students its income barn. In the end, there are still PAI study program lecturers who teach as the top priority and teaching outside of universities which is not a place of home base, this will disrupt the Tri Dharma process which is the responsibility of every PTKIS lecturer.

- **Less than maximum lecturers in research and service**
  Increasing the competence and quality of PAI lecturer lecturers is a necessity, so PAI lecturer lecturers will compete to encourage PAI lecturers to attend scientific meetings such as seminars and workshops with many activities participated by lecturers, of course, this will motivate them to do research activities. Likewise with community service activities.

- **Few lecturers passed the certification**
  PAI study program lecturers certainly expect prosperity from the profession they are engaged in. To improve the standard of living and education of the lecturer concerned. But one way to get welfare is to get lecturer certification. Unfortunately, the obstacle is the inability of lecturers to access the online system for filling lecturers' self-descriptions, so that there are lecturers who have not received certification. This problem is caused by the lecturers being able to present quality especially PAI lecturers.

2) External Factors

External factors that influence the development of the quality of PAI lecturers in Kopertais Region 1 DKI Jakarta consist of opportunities and threats. Factors that become opportunities include: 1) the development of science and technology is growing rapidly, 2) Tri dharma facilities of tertiary institutions are widely open, 3) the law guarantees lecturers to improve quality, 4) competition between PTKIS increasingly motivates lecturers, 5) the law motivates lecturers to improve the lecturer and student HR. while the factors that become challenges include, namely, 1) improvement of education as a nation's investment, 2) revamping the Kopertais lecturer discipline area 1 DKI Jakarta, 3) lecturer participation in every academic activity, 4) lecturer participation in each academic activity, 5) lecturer participation in develop community activities.

a) **Opportunity**
- **The Development of Science And Technology Is Growing Rapidly**
  The leaders of PTKIS have a passion to improve the quality of the educational institutions they manage. One of the instruments for quality improvement is to encourage lecturers to carry out further doctoral studies. With that, this certainly becomes a weakness where lecturers will not be optimal in conducting learning activities on campus.
- **Tridharma College facilities are wide open**
  As a PAI lecturer profession, on this aspect, the opportunity to develop the tri dharma of tertiary institutions is very wide open. PTKIS provides space for lecturers to carry out the process of education, research, and community service to the lecturer concerned. This aims to improve the quality of lecturers.
- **The law guarantees lecturers to improve quality**
  As explained earlier, the government through the Ministry of Research, Technology and Higher Education has made a formulation of a Law on Teachers and Lecturers, so that with the existence of the Law, each PTKIS can encourage lecturers to improve their academic quality.
- **Competition between PTKIS increasingly motivates lecturers**
  Recent advances in science and technology have demanded universities to improve the quality of education that they apply. And in the end, state and private universities compete with each other in accepting new students and improve themselves to provide good services to students through improving the quality of lecturers, especially lecturers of PAI study programs in Kopertais Region 1 DKI Jakarta.
- **The law motivates lecturers to improve the lecturer and student HR**
  One of the government's efforts to improve education in the country is to draw up a law on lecturers. Thus every teaching staff improve the quality of human resources into a necessity so that higher education in Indonesia can contribute to building a quality society

b) **Threat**
- **Increasing education as a nation's investment**
  As an investment nation, universities are a place for people to gain knowledge to realize a modern and civilized human civilization. Then every university is strived to improve the quality of services and facilities. Of course, this will be a challenge for higher education providers in the future.
- **Improving the discipline of Kopertais lecturers in area 1 of DKI Jakarta**
  To improve the human resources of PAI study program lecturers in Kopertais Region 1 DKI Jakarta. Then every PTKIS must be able to encourage the discipline of lecturers to be able to increase their ranks on time. Because taking care of lecturer rank will help improve the quality of PTKIS itself.
- **Lecturer participation in every academic activity**
  Lecturers have the opportunity to continue to innovate to improve their quality of academic activities. Be a guest speaker at seminars, workshops, and other scientific activities. Likewise also in making papers published in journals both at national and international levels.
- **Lecturer participation in developing community activities**
  In fulfilling the tri dharma of higher education, each lecturer of the PAI study program is demanded to carry out community service activities. Then the activity is one of the most important things to be made in a portfolio or extension activities. The activity is intended so that each lecturer must provide guidance and contribution to the community by their respective expertise.

3) Evaluate Strategic Factors
Strategic factor evaluation consists of Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE), namely by assigning weight and rating values to each internal factor (strengths and weaknesses) and external factors (opportunities and threats). The result of the evaluation is the value obtained has a relatively higher degree of importance compared to other factors.

a) Internal Factor Evaluation
Namely giving weighting and ranking done by the respondents to each factor of strengths and weaknesses. Internal factor evaluation results can be seen in the SWOT data processing table.

From this table, we can see that internal factors that have the highest degree of importance, namely Lecturers who are certified to improve quality, have an average weight of 0.108. Then followed by the Law factor, lecturers motivate to improve the quality of human resources, Kopertais lecturers are competent at PTKIS, and outstanding lecturers will get appropriate incentives/allowances each having an average weight of 0.103. Then the last factor is the lecturers with achievements who have the lowest degree of importance in terms of strength with an average weight of 0.098.

While the weakness factor that has the highest degree of importance in developing the quality of lecturers is that there are still lazy lecturers taking care of the rank with an average weight of 0.113, followed by less applications of teaching lecturers to students with an average weight of 0.100, while the few lecturers pass the certification that is, the average weight of 0.098, the lack of teaching intensity of lecturers to students with an average weight of 0.089, then the lack of maximum lecturers in research and service is the lowest factor that has a degree of importance in weakening the quality of lecturers with an average weight of 0.089.

The results of the IFE analysis also show that Kopertais lecturers with a home base at PTKIS and certified lecturers will improve the quality of the highest-ranking of 2.2, which means it has the most powerful influence from the internal side in the framework of developing lecturer quality. While the second rank, the Law on motivating lecturers to improve the quality of human resources, gets a value of 2.0, then followed by outstanding lecturers will get a decent incentive/benefits with a value of 1.8, while the lowest position is certified lecturers get welfare with a value of 1.6.

Furthermore, it is also known from the weaknesses that the lack of maximum lecturers in research and service with a score of 3.0, then the lack of application of teaching to students and the lack of intensity of teaching to students the number of students ranked second each gets a score of 2.6, as for few lecturers who passed the certification got a value of 1.6, while the last rank was that there were still lecturers who were lazy in taking care of the rank of lecturer getting a value of 1.00.

b) Evaluation of External Factors
Namely giving weighting and ranking done by the respondents to each of the opportunity and threat factors. The results of the evaluation of external factors can be seen in the SWOT data processing table.

From this table, we can see that the external opportunity that has the highest degree of importance is the tri dharma facility of open wide tertiary institutions which has an average weight of 0.108. Then followed by factors in the development of science and technology increasing rapidly and the Law motivates PTKIS to increase the human resources of each lecturer having an average weight of 0.103 while the next factor the Law guarantees lecturers to improve quality has an average weight of 0.098, then competition between PTKIS increasingly motivating lecturers has a weight of 0.089.

While the threat factor that has the highest degree of importance is the improvement of education as an investment in the progress of the nation with an average weight of 0.108 followed by the Law factor instructing lecturers to improve quality has an average of 0.104, continued by the factor of lecturer participation in

developing community activities. the average weight is 0.100, and the participation of lecturers in each academic activity is an average of 0.094, and the improvement factor in the discipline of Kopertais lecturers in the area of 1 DKI Jakarta has an average of 0.093.

Furthermore, the results of the EFE analysis show that in terms of opportunities, the Law factor guarantees to improve quality having the highest rating of 3.0, which means it has the most influence as an opportunity in developing the quality of PAI lecturers. Then the second rank of the development of science and technology is getting faster and the competition between PTKIS is increasingly motivating lecturers to have a rating of 2.6, while the tri dharma facilities of wide-open tertiary institutions get a value of 2.4, and the latest Act motivates PTKIS to increase lecturer HR with a rating of 2.2 so that it has the smallest effect.

From the threat side, it is known that the Law instructs lecturers to improve quality that has the highest rating of 3.0, which means it has the highest factor in threatening the development of the quality of PAI study program lecturers. Then the second rank is the participation of lecturers in developing community activities with a score of 2.8, increasing education as an investment in the progress of the nation and lecturer participation in each academic activity with a score of 2.4 while improving the discipline of Kopertais lecturers in the area of 1 DKI Jakarta with a score of 2.2. So this is the lowest factor in dealing with giving threats to the development of the quality of PAI study program lecturers.

Table 1: Assessment of IFE and EFE

	BOBOT (Kepentingan)	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
1	BOBOT (Kepentingan)															RATING (Kondisi Saat Ini)						BOBOT*RATING		
2	**FAKTOR STRATEGIS INTERNAL (IFE)**	R1	R2	R3	R4	R5		R1	R2	R3	R4	R5	Mean		R1	R2	R3	R4	R5	Mean				
3	STRENGTHS																							
4	1) UU Dosen memotivasi untuk meningkatkan kualitas SDM	4	5	5	5	4		0.105	0.104	0.119	0.102	0.087	0.103		2	2	3	2	1	2.0		0.207		
5	2) Dosen Kopertais terdiri dari berbagai PTKIS	4	5	4	5	5		0.105	0.104	0.095	0.102	0.109	0.103		2	3	2	3	1	2.2		0.227		
6	3) Dosen berprestasi akan mendapatkan tunjangan	3	5	5	5	5		0.079	0.104	0.119	0.102	0.109	0.103		1	1	1	3	3	1.8		0.185		
7	4) Dosen yang bersertifikasi akan meningkatkan taraf hidup dosen	4	5	5	5	5		0.105	0.104	0.119	0.102	0.109	0.108		2	3	3	2	1	2.2		0.237		
8	5) Kesejahteraan dosen sudah di dapatkan	3	5	4	5	5		0.079	0.104	0.095	0.102	0.109	0.098		1	1	1	3	2	1.6		0.157	1.012	
9	WEAKNESS																							
10	1) Masih ada dosen yang belum mengurus kepangkatan	5	5	5	5	5		0.132	0.104	0.119	0.102	0.109	0.113		1	1	1	1	1	1.0		0.113		
11	2) Minim aplikasi mengajar yang sudah dikuasai	5	4	4	5	4		0.132	0.083	0.095	0.102	0.087	0.100		1	2	3	4	2	2.6		0.260		
12	3) Meningkatnya tugas dosen karena bertambahnya mahasiswa	3	4	4	5	4		0.079	0.083	0.095	0.102	0.087	0.089		3	2	3	3	2	2.6		0.232		
13	4) Intensitas mengajar berkurang karena sedang studi lanjut	3	5	3	4	4		0.079	0.104	0.071	0.082	0.087	0.085		3	3	3	4	2	3.0		0.254		
14	5) Dosen sulit dalam melakukan sertifikasi	4	5	3	5	5		0.105	0.104	0.071	0.102	0.109	0.098		1	1	1	3	2	1.6		0.157	1.016	
15	TOTAL	38	48	42	49	46		1.000	1.000	1.000	1.000	1.000	1.000									2.028		
16	**FAKTOR STRATEGIS EKSTERNAL (EFE)**	R1	R2	R3	R4	R5		R1	R2	R3	R4	R5	Mean		R1	R2	R3	R4	R5	Mean				
17	OPPORTUNITIES																							
18	1) Perkembangan ilmu dan teknologi semakin meningkat cepat	3	5	4	5	5		0.086	0.109	0.108	0.100	0.111	0.103		2	3	3	2	3	2.6		0.267		
19	2) Fasilitas tridharma perguruan tingggi terbuka luas	4	5	4	5	5		0.114	0.109	0.108	0.100	0.111	0.108		2	3	3	1	3	2.4		0.260		
20	3) UU menjamin dosen untuk meningkatkan kualitas	3	5	4	5	4		0.086	0.109	0.108	0.100	0.089	0.098		2	3	3	4	3	3.0		0.295		
21	4) Kompetisi antar PTKIS semakin memotivasi dosen	3	4	3	5	4		0.086	0.087	0.081	0.100	0.089	0.089		3	2	3	3	3	2.6		0.230		
22	5) UU memotivasi PTKIS untuk meningkatkan SDM dosen dan maha	3	5	4	5	5		0.086	0.109	0.108	0.100	0.111	0.103		3	1	3	1	3	2.2		0.226	1.278	
23	THREATS																							
24	1) Peningkatan pendidikan sebagai investasi kemajuan bangsa	4	5	4	5	5		0.114	0.109	0.108	0.100	0.111	0.108		2	3	2	3	2	2.4		0.260		
25	2) Pembenahan disiplin dosen kopretais wilayah 1 DKI Jakarta	3	4	3	5	5		0.086	0.087	0.081	0.100	0.111	0.093		2	2	2	3	2	2.2		0.205		
26	3) UU memerintahkan dosen untuk meningkatkan kualitas	4	5	4	5	4		0.114	0.109	0.108	0.100	0.089	0.104		2	3	3	4	3	3.0		0.312		
27	4) Partisipasi dosen dalam setap kegiatan akademik	4	4	3	5	4		0.114	0.087	0.081	0.100	0.089	0.094		2	2	2	3	3	2.4		0.226		
28	5) Partisipasi dosen dalam megembangkan kegiatan masyarakat	4	4	4	5	4		0.114	0.087	0.108	0.100	0.089	0.100		2	2	3	4	3	2.8		0.279	1.282	
29	TOTAL	35	46	37	50	45		1.000	1.000	1.000	1.000	1.000	1.000									2.560		
30																								

After evaluating the strategic factors above, we can then look at the IFE-EFE quadrant to determine the assessment of the quality development of PAI study program lecturers in Kopertais Region 1 DKI Jakarta. The evaluation of internal factor evaluation (IFE) is 2,028 and the evaluation of external factor (EFE) is 2,560. This value is in quadrant V that is "keep and maintain". The existence of the quality of PAI study program lecturers in this phase shows that the PAI study program lecturers in Kopertais Region 1 DKI Jakarta are undergoing a sustained phase and must be encouraged so that the quality of PAI study program lecturers does not weaken amid competition between higher education institutions and in the aspect of competence continues to be developed thereby increasing the quality of study programs Islamic Religious Education is getting better if the human resources of its lecturers can improve its quality. The existence of internal and external factors becomes very big support for the development of the quality of lecturers of PAI study programs in Kopertais Region 1 DKI Jakarta.

Each SWOT component in the IFE-EFE quadrant is given a weight and rating. Weights are obtained from the factor rotation value multiplied by the value of the variance (eigenvalue). While the rating is obtained from the results of the assessment of the variables tested. The results of weighting and assessment are then summed for each SWOT component then the difference between the internal components (S and W), and the difference between the external components (O and T). The difference between the internal components then becomes the x-axis value (value = -0.004), and the result of the external component difference then becomes the y-axis value (value = -0.004), so that in the IFE-EFE quadrant the Survival position is found in quadrant IV A as shown in the table.

Based on the table it can be seen that the quality development of PAI lecturer lecturers in Kopertais Region 1 DKI Jakarta is in Quadrant IV A with Concentric strategy. In the quadrant, the existence of the quality of PAI study program lecturers shows that they have very good strength in the external environment, but the danger is that the threats they face are greater than their strengths. Therefore PAI lecturer study programs must be more aware of the existence of the surrounding environment because if they do not utilize and regulate their strength, the development of the quality of PAI study program lecturers will be hampered.
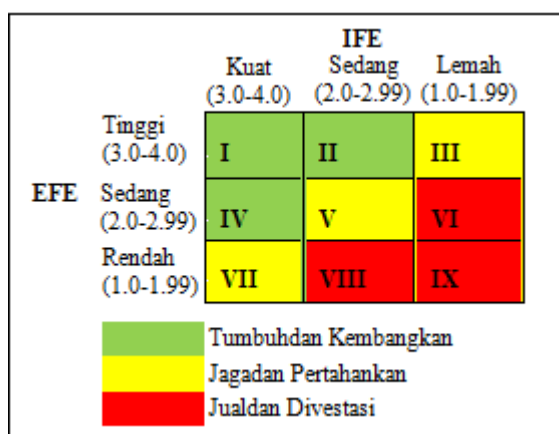

Figure 4.2: IFE-EFE Matrix
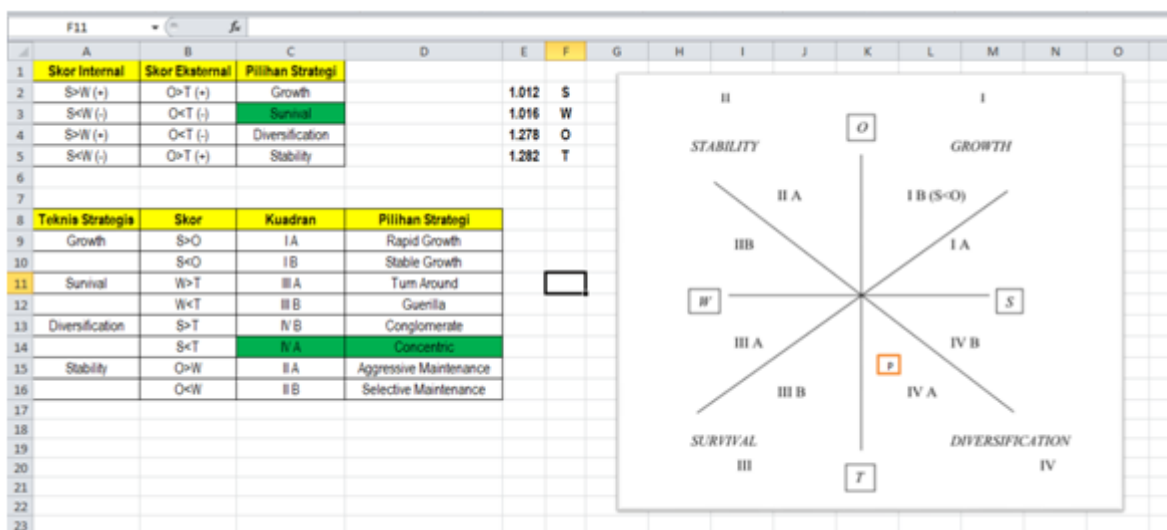**Posisi Dosen PAI [IFE 2,028, EFE 2,560] ada di Kuadran V**

Figure 4.3: PAI Lecturer Quality Floating Strategy Quadrant

An alternative strategy that can be used as input is the S-O strategy because the S-O strategy is a strategy to utilize the strengths/advantages possessed to avoid or minimize the impact of very large weaknesses. The alternative S-O strategy can be seen in the results of the SWOT strategy analysis.

Alternative Strategies for Quality Development of PAI Study Program Lecturers in Kopertais Region 1 DKI Jakarta
The formulation of an alternative strategy for the development of the PAI Lecturer Study Program Quality in Kopertais Region 1 DKI Jakarta with a SWOT analysis is a

combination of internal factors (strengths and weaknesses) with external factors (challenges and threats) consisting of:
a) Combined strength and opportunity factors
b) Combined weakness and opportunity factors
c) Combined strength and threat factors
d) Combined weakness and threat factors

Based on the strengths, weaknesses, opportunities, and threats that have been identified, then through SWOT analysis, 8 alternative strategies can be formulated, namely, 2 combined strategies of strengths and opportunities (SO), 2 combined strategies of weaknesses and opportunities, 2 strategies of combined strengths and threats, and 2 strategies combined the weaknesses and threats.

From the discussion above, 6 alternative strategies for developing the quality of lecturers at the Islamic Education Study Program in Kopertais Region 1 DKI Jakarta can be formulated, namely:

1) Strategy 1
a) The Lecturer Law motivates to improve the quality of human resources, so the PAI study program lecturers in Koertais Region 1 DKI Jakarta are expected to be able to take advantage of the wide-open Tridharma facilities of higher education. From this statement in contributing to improving the quality of lecturers' human resources, it is a necessity for PAI lecturers in Kopertais Region 1 DKI Jakarta to continue to develop their competencies, given the facilities of Tridharma, higher education facilities already exist and are wide open everywhere.
b) Every PAI lecturer with outstanding achievements will get benefits, so it is expected that lecturers can improve their quality as guaranteed by the Act. PAI lecturer lecturers who have carried out their duties and functions in carrying out the tertiary level of higher education must be appreciated by providing benefits that are more than teaching income. Thus this will motivate lecturers to improve their quality.

2) Strategy 2
There are lecturers who are lazy in managing rank levels, while the Act guarantees lecturers to improve quality. Taking care of lecturer ranks as mandated by the Law where every lecturer profession must be able to develop its quality, then with the existence of the lecturer rank program this will be a means for lecturers to improve the quality and competence in their respective fields of expertise.

3) Strategy 3
a) The lecturers who have received certification allowances are very helpful in improving quality. With the benefits obtained, the lecturer can finance himself to be able to participate in scientific activities or education costs, as a spur to continue working and achieving. Then do not rule out the possibility that the government through the law will always support and encourage the lecturers to improve their quality.
b) For lecturers who have received benefits as a reward for their dedication to the institution and to the nation, of course, this must continue to do that will ultimately provide the value of benefits not only for themselves but for the wider community.

4) Strategy 4
There are PAI lecturer lecturers who are lazy in taking care of lecturer ranks, of course, this has become something that hinders the improvement of the quality of education at PTKIS. Thus Kopertais DKI Jakarta Region 1 as the policyholder for each PTKIS coach must encourage lecturers to be serious in taking care of their ranks.

5. Conclusion

Based on the study, analysis, and discussion of the above research, there are several points about the Human Resource Development Strategy of the Lecturer of Islamic Education Study Program in Kopertais Region 1 DKI Jakarta, the following conclusions can be drawn:

First, Increasing the Competence of lecturers through further study and assigning functional positions. Second, improve competence through a selection of lecturer certification. Third, increasing the role of Islamic education institutions in Islamic Religious Education, Islamic Religious Higher Education (PTKIS), and Kopertais Region 1 DKI Jakarta in developing lecturer competencies.

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