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## LOCAL GOVERNMENT POLICY IN IMPROVING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION IN BOGOR REGENCY

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### Abstract

This study aims to examine the policies of the Bogor Regency Government in improving the quality of Islamic Religious Education (PAI) in schools. This research uses a descriptive qualitative method with an empirical approach. The object of this research is the policies in Bogor Regency, and the research instrument is a human instrument. This study uses document data collection techniques and interviews. The analytical method used is the policy analysis method. The result showed that the policies of the Bogor Regency Government in improving the quality of PAI were contained in the Bogor Regency Regional Regulation Number 3 of 2021 concerning Amendments to Regional Regulation Number 4 of 2019 concerning the Bogor Regency Regional Medium Term Development Plan for 2018-2023. There are three policies, they are the Bogor Ngaos policy, adding four (4) hours of PAI subjects, increasing the welfare of educators and education personnel through giving allowances for honorary PAI teachers, and the Teacher Professional Education Program (PPG) by using the Regional Revenue and Expenditure Budget (APBD) of Bogor Regency. These policies have a positive impact and strengthen the students' character, which finally will improve the quality of PAI in Bogor Regency.

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### Keywords

Bogor Regency, Islamic Religious Education (PAI) Quality, Policy.



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## INTRODUCTION

Education policy is an important factor that determines the direction and path of every educational process in a region or country. Every step taken will have an impact on the quality of existing education, from the unit, regional, to the national level. It is necessary to have effectiveness and efficiency in the formulation of educational policy to have a positive impact and reduce a negative impact of a policy. This can be executed by understanding deeply and thoroughly the nature of the education policy (Srihartini et al., 2021).

Improving the quality of education is the main target of the national education objectives in Indonesia. The reason is that the quality of education is a major problem that has not been solved yet, as evidenced by the low quality of education in Indonesia (Heri Indarto, 2019). The quality of education in a country can be seen from the quality of human resources in it. Based on the results of the Human Development Index (HDI) assessment conducted by the *United Nations Development Program* (UNDP) in 2022, Indonesia is ranked 114th out of 187 countries. Even though the index is much better than in 2011, which was in the 124th position, it is still considered to be in a low position compared to countries in the world (Abuddin Nata, 2021). The condition of education in a country is integrated and cannot be separated from the quality of the human resources in it (Arbani et al., 2016).

Another problem related to the quality of education in Indonesia is the uneven quality of education. There are still around 10% of Indonesian people who have not received an education due to poverty and the view that education is not important enough. In addition, character education or noble character is still far from being successful. This is marked by the high rate of deviant behaviors and social pathology committed by students, such as school brawls, alcoholic parties, wild races, drug abuse, free sex, and so on. The graduates in Indonesia are also still not in accordance with the demands of the job market, so there is no link and match (Abuddin Nata, 2021).

In order to improve the quality of education in Indonesia, the government enacted Law Number 20 of 2003 concerning the National Education System. One of them is the cooperation between the Central Government and Regional Governments in advancing the quality of education in Indonesia. The Law states that the Central Government and Regional Governments are obliged to provide services and facilities, as well as guarantee the implementation of the quality of education for every citizen without discrimination. Education funds, except teacher salaries and official education costs, are allocated a minimum of 20% of the State Revenue and Expenditure Budget (APBN) for the education sector and a minimum of 20% of the Regional Revenue and Expenditure

Budget (APBD). The Provincial Government coordinates the implementation of education, develops educational personnel, and provides cross-Regency/City education delivery facilities for primary and secondary education levels, while the Regency/City Government manages basic education and secondary education, as well as education units based on local excellence (Depdiknas, 2003). This policy implies that improving the quality of education is a joint task between the Central Government and Regional Governments. The government must strive to provide quality and equitable education for all Indonesian people.

This policy is also strengthened by Law Number 22 of 1999 concerning Regional Government which was later amended into Law Number 12 of 2004 and amended again by Law Number 23 of 2014, which became the basis for local governments to develop and improve the quality of education in areas where led (Sidiq & Widyawati, 2019). To improve education quality, the local government possesses some authority, including infrastructure, teacher welfare, teacher recruitment and placement, curriculum, community participation, and operational funds (Abuddin Nata, 2021).

The strategy to improve the quality of Islamic Religious Education can be executed by increasing the quality of teachers as educators, improving the quality of PAI supervisors, and increasing the resources and infrastructure in a school. In addition, improving the quality of education is also carried out through a teacher and lecturer certification policy, in accordance with Law Number 14 of 2007 concerning teachers and lecturers (Asnawan, 2020). The Law explains that teachers and lecturers are professional education personnel with qualifications of academic competence, pedagogical competence, personal competence, and social competence. Those four competencies are used as a reference in the assessment for the awarding of certification for teachers and lecturers. This policy is used to improve the quality of teachers as the main factor determining the quality of education (Abuddin Nata, 2016). The urgency of this policy is to improve the quality and determine the feasibility of teachers in carrying out their duties as professionals in the education field.

In relation to the Regional Government's education policy, the Regent, as the Regional Leader at the Regency level, has the authority to determine the quality of education in his area. This authority can be implemented through various policies, such as system policies on teacher recruitment, training and improving teacher professionalism, recruitment of school principals, and allocation of regional revenue and expenditure budgets (APBD) to improve the quality of education (Andriansyah et al., 2021) so that the progress of the quality of education in an area is very dependent on the leader's

vision of each region. Regional leaders who have a high will to develop education, have strong political will, and pay great attention to the education sector will have greater opportunities.

Bogor Regency was chosen as the object of research due to several strong and interesting reasons. First, Bogor Regency as a Regency which is located not far from the capital city of Jakarta but has a low quality of education marked by a low HDI (Human Development Index). Second, the education gap in Bogor Regency is very high. Third, there are still many citizens who are not literate. Fourth, the welfare of PAI teachers in Bogor Regency is low (*Peraturan Daerah Kabupaten Bogor Nomor 3 Tahun 2021 Tentang Perubahan Atas Peraturan Daerah Nomor 4 Tahun 2019 Tentang Rencana Pembangunan Jangka Menengah Daerah Kabupaten Bogor Tahun 2018-2023*, n.d.).

Previous research which is relevant to this research includes a dissertation by Ogi Lesmana on Regional Autonomy Policy and its implications for improving the quality of Islamic education: Research on Regional Regulations in the field of Islamic Education in Banjar City (Ogi Lesmana, 2015). Research on Government Policy in Improving the Educators' Quality of Islamic Religious Education by Jiddy Masyfu (Jiddy Masyfu, 2017). Thesis written by Nursehan Sugiharto on education policy and its implementation in Purwakarta Regency (Sugiharto, 2012). Next, a dissertation by Iin Kandedes on Education Policy in the DKI Jakarta Province Against Madrasah (Implementation of DKI Jakarta Provincial Regulation Number 8 of 2006 concerning the Education System) (Kandedes, 2018). As well as research on Policy Relevance in Improving the Quality of Islamic Religious Education in Asnawan. This research is different from previous studies as this study focuses on examining local government policies in improving the quality of Islamic Religious Education (PAI), with the object of research in Bogor Regency.

## **METHOD**

This research uses a descriptive qualitative method by describing and analyzing a policy. The purpose of this study was to examine Local Government policies regarding improving the quality of Islamic Religious Education (PAI) by using an empirical approach that prioritizes data collection and analysis rather than interpretative synthesis (Sudarwan Danim, 2000). The object of this research is Bogor Regency Regional Regulation which is related to the policy of improving the quality of PAI in schools. Data collection techniques were carried out through document collection interviews and observations. The research instrument used in this research is the human instrument, where the researcher acts as an instrument. Interview techniques were carried out to strengthen the data by

conducting interviews with Dr. Romdon, M.H. (Head of Subdivision Administration of the Ministry of Religion, Bogor Regency) and Iqbal Rukmana, S.T. (Personnel of Public Relations and Archives of the Bogor Regency Education Office) and PAI teachers in Bogor Regency. The analytical method used is the policy analysis method, which is related to the process of policy formulation, policy implementation, policy performance, and policy environment (Purnama, 2010). This research is categorized as a policy analysis, which examines an existing policy. This study examines the contents of educational policy to assess the policy from the content.

## FINDINGS AND DISCUSSION

### Findings

The policy in improving the quality of Islamic Religious Education (PAI) in Bogor Regency is listed in the Bogor Regency Regional Regulation Number 3 of 2021, which is a Bogor Regency Government Policy Sheet that contains a number of policies regarding the Pancakarsa of Bogor. Pancakarsa is five determinations or wills to achieve the vision and mission of Bogor Regency. These programs include Intelligent Bogor, Healthy Bogor, Advanced Bogor, Developing Bogor, and Civilized Bogor. Each will is translated into a number of programs as a strategy and policy direction. In the Bogor Regency Regional Regulation Number 3 of 2021 concerning Amendments to Regional Regulation Number 4 of 2019 are explained a number of Government policies and strategies in order to improve the quality of education, including policies regarding the improvement of the quality of Islamic Religious Education (PAI) as Table 1.

**Table 1.** The Strategy of Bogor Regency Government in Improving Quality of Islamic Religious Education

No.	Strategy	Description
1.	Adding four hours of PAI subjects	Increasing PAI learning hours at school from 2-3 hours per week to 4 hours per week
2.	Increasing the welfare of educators and education personnel	Improving the welfare of PAI teachers through the PPG PAI program with APBD funding
3.	Bogor Ngaos	The policy of reciting together every Friday morning before learning begins

### Adding Four Hours of PAI Subject

In order to realize the civilized vision, the first thing to do is to provide additional 4 (four) hours of learning hours for religion at each elementary and junior high school level, with the technical

implementation regulated in the Bogor Regent's Regulations and included in the local content curriculum for basic education in Bogor Regency. Based on interviews conducted with the Bogor Regency Education Office, the additional hours can be used to maximize practical activities in PAI subjects. Since there are some materials that require practical activities, it will not be pursued if PAI subject only gets 2 hours per week.

**Table 2.** Strategy and Policy Directions for Adding 4 Hours of PAI

No.	Direction of policy	Strategy	Target	Objective
1.	Added 4 (four) hours of religious education	Improvement of education management	Increasing the quality of education services	The realization of intelligent Bogor society

In public schools, PAI learning hours in elementary schools are taught for three (3) hours per week. The number of available PAI learning hours is deemed insufficient, so the Bogor Regency Government needs to add additional PAI learning hours. The implications of adding PAI learning hours at school for teachers are:

- a. With the addition of PAI learning hours, teachers have more time to improve teaching quality and increase children's ability to understand what is being done.
- b. Teachers have more freedom to convey subject matter in a comprehensive and in-depth manner.
- c. PAI teachers have more time to assess and pay attention to student attitudes (affective) and to carry out practical activities (psychomotor), not just in the subject material (cognitive).

While the impact of the policy of adding PAI learning hours in schools for students is:

- a. The addition of study time or learning hours can be a solution or alternative to improve students' ability to understand the lessons given by the teacher in the field of PAI subjects.
- b. Through the additional hours of Islamic Education, it is hoped that there will be changes in new behavior in students, especially increasing good morals or *akhlakul karimah*. It can increase students' learning achievement, as research conducted by Suhendar stated that there is an effect of adding Islamic education time to the learning achievement of students in PAI subjects;

Because in learning PAI, sometimes the practice takes longer than the material. For example, material about corpses, where students must be able to bathe, shroud, and pray for the corpse. It is necessary to practice directly with all students to find out the extent of students' understanding and

ability, and this certainly requires a lot of time. According to Iqbal Rukmana, the addition of PAI hours in schools is meant to optimize the role of PAI in schools. An additional 1-2 hours can be used by the teacher to carry out religious practices, for example, prayer practices, buying and selling practices, and others. The arrangement for adding PAI hours is left to each school.

The benefits of adding PAI learning hours at school have been felt by teachers because they can be more flexible in delivering material. Teaching material that is more in-depth and comprehensive will certainly be able to improve student's learning outcomes since students have more time to study and understand PAI material so. That the addition of PAI learning hours can provide opportunities for teachers to constantly improve teaching quality and improve children's ability to understand what is being done. But the implementation of the policy of adding PAI learning hours at schools has not been optimal, especially in terms of quantity. The lack of quantity of teachers in schools is still the main obstacle for schools to implement this policy. To be followed up, the Bogor Regency Government needs to increase the number of PAI teachers. The number of PAI teachers in Bogor Regency is currently still far from what is needed, so the policy of adding PAI learning hours at schools increases the working hours of PAI teachers and makes the demand for PAI teachers in Bogor Regency even higher.

### **Improving the Welfare of Educators and Education Personnel**

Related to the first initiative in the Pancakarsa of Bogor, namely Intelligent Bogor, one of the policies initiated by the Bogor Regency Government to improve the quality of PAI, is a policy to improve the welfare of PAI teachers.

**Table 3.** Targets and Direction of Policy to Improve the Welfare of Educators and Education Personnel in Bogor Regency

<b>Mision</b>	<b>Creating a Quality Society</b>
Objective	Creating an intelligent society
Target	Improving the quality of education services
Strategy	Improving the quality of educators and education personnel
Direction of policy	Improving the capacity of educators and education personnel Improving the welfare of educators and education personnel

Bogor Regency Government improves the quality of PAI teachers by carrying out the PPG PAI program with APBD funding. In 2018 the Ministry of Religion of Bogor Regency held a pretest for PPG PAI teachers. In 2019 there were 302 PAI teachers who passed the pretest, with 249 people

being funded by the APBD and the rest being funded by the APBN. The PPG program should have been held in 2020, but due to Covid-19 and budget refocusing, PPG was held in 2021. After that, in 2021, PPG PAI pretests were held again with the implementation of PPG in 2022. The details of PPG PAI implementation funded by APBD Bogor Regency in 2020 and 2022 are as follows:

**Table 4.** Data on the Number of PPG PAI Participants and the APBD Budget Used

No.	PPG Pretest Year	PPG Implementation Year	Number of PPG GPAI with APBD Funding	Budget Per Person	Amount of APBD Budget
1.	2018	2020	249 people	Rp 5.000.000,-	Rp 1.245.000000,-
2.	2021	2022	230 people	Rp 5.000.000,-	Rp 1.150.000.000,-

Bogor Regency is the first Regency as well as the Regency that provides the largest budget for the PPG GPAI program. Each teacher who passes the PPG program receives a budget of IDR 5,000,000 per person. This amount is in accordance with the Decree of the Director General of Islamic Education Number 332 of 2022 concerning Technical Guidelines for Implementing In-service Teacher Professional Education in 2022. The regulation explains that the In-service PPG Fee in 2022 is Rp. 5,000,000.- (five million rupiah) per student. In the Decree of the Minister of Religion of the Republic of Indonesia Number 745 of 2020 concerning Guidelines for Implementing Teacher Professional Education at the Ministry of Religion, it is stated that the In-service Teacher Professional Education Program (PPG) is an educational program organized to prepare teachers as educators, so that they have comprehensive competence in accordance with National Education Standards, and finally they are able to carry out their duties and profession in a quality and competitive manner after obtaining an educator certificate (*KMA Nomor 745 Tahun 2020 Tentang Pedoman Penyelenggaraan Pendidikan Profesi Guru Dalam Jabatan Pada Kementerian Agama*, n.d.).

Qualified students can only be born from qualified educators, and qualified educators are educators who are able to work as professionals whose welfare is guaranteed. The effort of the Bogor Regency Government to improve teacher welfare is also in accordance with Bogor Regency Regional Regulation Number 2 of 2021 concerning the Implementation of Basic Education. In Chapter X, the Second Part, Concerning Educators and Education Personnel, Part Two Rights and Obligations of Article 31, it is explained that "Educators and educational personnel have the right to obtain: a. appropriate and adequate income and social welfare insurance (*Undang-Undang RI Nomor 23 Tahun 2014 Tentang Pemerintah Daerah*, 2014). Therefore, the fulfillment of welfare for educators and

education personnel is the duty and obligation of the country as they have carried out their duties and obligations in educating students to educate the nation's next generation.

The salary can affect teachers' concentration at work. The salary of teachers as educators who are sufficient to meet the needs of life will make teachers more focused and enthusiastic in teaching. Due to the low salary, which is not sufficient for daily needs, it will affect the teacher's concentration when teaching. Limited teacher salary is a major obstacle to ongoing education (Agus Irianto, 2013).

The GPAI quality improvement policy through the PPG program is an effort by the local government to improve the quality of PAI inputs. Improving the quality and welfare of teachers is influential in improving the quality of education. This is because the teacher, as an element of the education system, has a big role in driving the quality of the education wheel. One of the important elements that give great importance to an effective school is qualified teachers. The main Graduate Competency Standard is to create students who are ready to socialize and become good citizens of the country or society by prioritizing religious values accompanied by commendable morals or attitudes. At this point, the policy issued by the Bogor Regency Government by echoing *Bogor Ngaos* and adding PAI learning hours is in line with this policy.

According to Romdon, teacher welfare is closely related to teacher professionalism. When a teacher has an educator certificate, he will receive allowances, and vice versa, so this certification is very influential on the teacher's welfare. On that basis, theoretically, the way to improve teacher welfare is by increasing the number of certified teachers. These teachers will later receive training through the PPG (Teacher Professional Education Program), and they can gain insight and scientific development (*Interview with Romdon, Head of Subdivision Administration of the Ministry of Religion, Bogor Regency, 6 March 2023, n.d.*). To conclude, the policies to improve the welfare of PAI teachers will ultimately have an impact on improving the quality of PAI.

In order to improve the quality of teachers through welfare improvement and the teacher certification program are in line with national directions and policies. Where the strategy to improve the quality of teachers and supervisors of Islamic Religious Education can be carried out by providing professional allowances to non-PNS Islamic Education teachers, increasing S1 qualifications, and increasing educator competence, especially pedagogical competence. With the formation of competent teachers and in accordance with the qualifications, the goal of Islamic Religious Education in schools to foster the morals and attitudes of students will be more easily realized. When viewed from the aspect of quality, this policy is to improve the quality of education in terms of *input*. Where

teachers as educators are included in educational input, through qualified teachers, they will be able to create qualified education as well. Even so, the Bogor Regency Government still has a big homework so that all PAI teachers in Bogor Regency can get good welfare. The PPG program for PAI teachers using the APBD funds should be a priority program that is held annually.

### **Bogor Ngaos**

Bogor Ngaos, which is a term in Sundanese, means Bogor recites. The objective of Bogor Ngaos is to ground the holy verses of the Al-Qur'an in Bogor Regency. The policy for the implementation of the Bogor Ngaos movement is carried out by all stakeholders, especially in the education and government circles. This policy is taken by the Bogor Regency Government to carry out character building, as well as to increase students' sense of faith and piety through studying the Al-Qur'an. Ngaos, which means recitation, cannot be understood simply by reading. Reciting the Al-Qur'an means being able to read well so that you can understand what you read and practice it. Hence Bogor Ngaos policy is deemed inappropriate if it is only filled with reading and memorizing activities without understanding. Bogor Ngaos is a policy innovation carried out by the Bogor Regency Government to carry out character-building for students through internalizing the values of Islamic Religious Education.

The emergence of this policy was motivated by many cases of brawls and fights between students and the low ability of children to read the Al-Qur'an in Bogor Regency. For that reason, it needed to instill religious values in students so that they always get used to positive things and avoid things that can harm themselves and others. The main target of the Bogor Ngaos program is students in Bogor Regency, especially at the Elementary School (SD) and Junior High School (SMP) levels. Although in practice, this activity was carried out by all educational institutions in Bogor Regency from the Kindergarten (TK) to High School (SMA) level. This program must be implemented in a real and sustainable manner so that the goals of Bogor Ngaos can be achieved. Bogor Ngaos must be implemented simultaneously in all educational institutions in Bogor Regency. Not only reading the verses of the Qur'an textually but also accompanied by meaning, appreciation, and implementation in daily life, especially for students and teachers.

The Bogor Ngaos policy was launched on December 31, 2019, and implemented at the Tegar Beriman building, the Bogor Regency Government, Cibinong Bogor. The implementation of the Bogor Ngaos is a recitation for 30-45 minutes every Friday morning before the learning begins. However, practically it is left up to each school to manage it according to their needs and abilities,

such as adding congregational Dhuha prayers and memorizing short surahs and tausiyah. Through Bogor Ngaos, it is hoped that students in Bogor Regency will be able to read the Al-Quran fluently and practice it in their daily lives. As a result, it can have a positive impact both for students and the surrounding environment.

The Bogor Ngaos policy is an effort to improve the quality of PAI in schools through habituation and a hidden curriculum. When he asked whether the Bogor Ngaos policy could have an impact on improving the quality of PAI, Romdon explained that this policy was certainly very influential. Because, after all, the child's ability to read the Al-Qur'an is one indicator of achievement in PAI. Through Bogor Ngaos policy, at least children are used to reading the Al-Qur'an. Moreover, as we know, the ability of children in schools is different from one another. In fact, there are still many of them who still cannot read the Al-Qur'an. This becomes one of the inhibiting factors for PAI teachers in teaching.

Carrying out reciting before teaching and learning activities aims to increase faith and improve students' reading so that they can foster their love for the Al-Quran. Especially if reciting is accompanied by studying the meaning of the verses being read, then this can be an effort for self-reflection and *taqarrub illaih* (getting closer to God). Students can understand more deeply the holy verses they believe in and can be used as guidelines for daily life. Especially if before the recitation activity starts with congregational Dhuha prayer, other benefits will be felt. If the Dhuha prayer is carried out daily, it can be used as a method of forming the character of students.

Development of behavior in students needs to be optimized as early as possible to minimize deviant behaviors and acquaintances that occur in students and adolescents. One of the efforts to internalize the values of Islamic education can be made to familiarize students with getting closer to and getting to know the rules of Islam. The habit of reciting the Al-Qur'an is accompanied by understanding the meaning, and efforts to appreciate it, which will ultimately affect attitudes and actions (Arjoni, 2017). The impacts felt from the Bogor Ngaos include: (1) Through the habit of reciting the Al-Qur'an, it is also hoped that it will result in habituation, not only cognitively but also effectively, in which children can practice what is read and learned in the Qur'an ; (2) Bogor Ngaos policy which is carried out intensively can increase students' enthusiasm and motivation in learning; (3) Familiarize students to always recite and study the Al-Qur'an; (4) Make it easier for students to memorize short surahs; (5) Students are accustomed to performing Dhuha prayers; (6) Assist students in reading the Al-Qur'an fluently; (7) If students are required to perform ablution before reciting the

Al-Qur'an, it will make students feel more refreshed and enthusiastic in starting the process of learning activities.

### **Discussion**

From the research, it can be seen that there are three policies to improve the quality of PAI in Bogor Regency, which are listed in the Bogor Regency Regional Regulation Number 3 of 2021. They are adding four hours of PAI, increasing teacher welfare through PPG PAI and Bogor Ngaos. The approach used in policy implementation uses a bottom-up approach theory, which places more emphasis on the freedom of institutions or units from below to take the initiative and is given the authority to formulate policies (Abuddin Nata, 2021). The bottom-up approach takes data and input from below (the community) based on a policy process originating from conveying the aspirations of the lower strata of society in the form of requests or support (Hasbullah, 2015). This can be seen from the existence of policies issued by the Regional Government of Bogor Regency by looking at and considering the existing problems and still guided by the rules and policies above (Arwildayanto et al., 2018).

These policies are in accordance with the directions and policies of PAI in schools as stated in the ten programs and activities to improve the quality of PAI by the Ministry of Religion, and they are: (1) Strengthening religious moderation in schools and universities; (2) Continuing Professional Development Program for Islamic Religious Education Teachers (PPKB GPAI); (3) Distributing Teacher Professional Allowances; (4) Implementing In-service Teacher Professional Education Program (PPG Daljab); (5) Assessing Credit Scores (PAK) for PAI teachers and supervisors; (6) Providing non-PNS teacher incentives; (7) Reading and Writing of the Qur'an (TBTQ); (8) Empowering Subject Teacher Deliberations (MGMP) / Teacher Working Groups (KKG) / Teacher Communication Forums (FKG) / Advice; (9) Developing 3T (Front, Remote, Disadvantaged) and border areas; (10) Visiting teacher (Kemenag, 2022). From the ten flagship programs, it can be seen that the Bogor Regency Government's policies are appropriate and support the Ministry of Religion program in improving PAI. First, the Bogor Ngaos policy is in accordance with point seven. Second, increasing the welfare of PAI teachers with APBD funding in accordance with point four. Meanwhile, the policy of adding four hours of PAI is included in the local content curriculum policy.

In the context of education, quality includes input, process, and output. Those three aspects collaborate and relate to each other to achieve the same goal. Input is everything that is needed and must be available for the implementation of education (Aminatul Zahroh, 2014). The process is

everything that happens in the process of implementing education. At the same time, the output is the result of education. Policies to improve teacher welfare and competence through PPG can be categorized as policies to increase educational input from the educator's perspective (Purba, 2010). Through the training which is obtained during the PPG, as well as the welfare provided, it is hoped that it can improve teachers' skills and motivation when teaching, and finally, it can improve the quality of the learning process and, in the end, will be able to produce qualified students (Riyuzen Praja Tuala, 2018) (Haidar Putra Daulay, 2016).

The policy of adding four hours of PAI can be categorized as a quality improvement policy in terms of process. By increasing the learning hours of PAI, it is hoped that students will be able to get more in-depth and comprehensive material, and as a result, it will be able to increase student understanding. As with the research conducted by Suhendar, which examined the effect of adding PAI learning hours on student achievement, it is known that there is an influence of the reality of adding learning hours of religious studies with moderate qualifications (Suhendar, 2008). From this research, it can be concluded that the addition of PAI learning hours in schools can improve the quality of PAI output in the form of student achievement scores.

Meanwhile, the Bogor Ngaos policy is an effort to improve quality in terms of student input by increasing children's ability to read the Al-Qur'an. In addition, the Bogor Ngaos policy is also an effort to develop Islamic character for students by applying habituation methods and repetitive activities so that they can shape children's character because habituation is one of the most effective teaching methods, especially in moral development (Cholifudin Zuhri, 2013). By practicing God's teachings in daily life, it is hoped that a religious life with good values will be created in Bogor Regency, which was formed early on. With the existence of Bogor Ngaos, it is hoped that it will be able to fortify students from beliefs and understandings that are not in accordance with Sharia and hold on to the Al-Quran and Hadith, which are in accordance with the objectives of PAI learning.

## CONCLUSION

The Bogor Regency Government's policy to improve the quality of PAI is contained in the Bogor Regency Regional Regulation Number 3 of 2021 concerning Amendments to Regional Regulation Number 4 of 2019 concerning the Pancakarsa of Bogor for 2018-2023. In this regional regulation, there are three policies that are used to improve the quality of PAI: (1) adding four hours of PAI; (2) increasing the welfare of PAI educators; (3) Bogor Ngaos. This policy is in accordance with

the direction and policy of PAI in schools by the Ministry of Religion and Law Number 23 of 2014 concerning the Regional Government.

The approach used in the policy implementation uses a bottom-up approach theory, which places more emphasis on the freedom of institutions or units from below to take the initiative and is given the authority to formulate policies. The Bogor Regency Government's policy has had a positive impact on improving the quality of PAI in terms of input, process, and output. Policies to improve teacher welfare and competence through PPG can be categorized as policies to increase educational input from the educator's perspective. The policy of adding four hours of PAI can be categorized as a quality improvement policy in terms of process. Meanwhile, the Bogor Ngaos policy is an effort to improve quality in terms of student input. These policies have had a positive impact on improving the quality of PAI in Bogor Regency, both from the perspective of educators and students.

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