

Implementation of Qanun Islamic education as local wisdom based on Aliyah's curriculum

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Implementation of Qanun Islamic education as local wisdom based on Aliyah's curriculum

Implementación de la educación Islámica Qanun como una sabiduría local basada en el currículo de Aliyah

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ABSTRACT

This article examines the implementation of Islamic education and teacher's competence in determining the Islamic curriculum, and the limitations regarding Islamic education of Madrasah Aliyah in Aceh. The results of presented the implementation of Islamic education of Madrasah Aliyah in Aceh referring to the Aceh qanun Islamic education Number 11 the year 2014. The teachers assigned in Aceh should have good competency and qualified bachelor skills and have the ability to carry out the Islamic education process following the provisions of the Aceh. Overall, the implementation of Islamic education in Aceh is carried out effectively and efficiently.

Keywords: Aceh, curriculum, local wisdom, madrasah aliyah, qanun islamic education.

RESUMEN

Este artículo examina la implementación de la educación islámica y la competencia de los maestros para determinar el plan de estudios islámicos y las limitaciones para abordar la educación islámica de Madrasah Aliyah en Aceh. Los resultados plantearon que la implementación de la educación islámica de Madrasah Aliyah en Aceh se refiere a la educación número 11 de Aceh qanun del año 2014. Los maestros asignados en Aceh deben tener una buena c 22 tencia y habilidades de licenciatura calificadas y tener la capacidad de llevar a cabo el proceso de educación islámica siguiendo las disposiciones de Aceh. En general, la 1 implementación de la educación islámica en Aceh se lleva a cabo de manera efectiva y eficiente.

Palabras clave: Aceh, currículo, educación islámica qanun, madrasah aliyah, sabiduría local.

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INTRODUCTION

The implementation of education in Aceh province, Indonesia, basically refers to the national education system, ²¹ same as other provinces in Indonesia. However, ² since Aceh has been granted special status through Law Number 44 of 1999 concerning the Privileges of the Province of Nanggroe Aceh Darussalam and Law Number 18 of 2001 concerning Special Autonomy, the Aceh government has autonomous authority in the management of education by the uniqueness and special autonomy of the Aceh province with Islamic law (Bahri: 2013, pp. 313-338; Bustamam-Ahmad: 2019, p. 217) Aceh has special features in the implementation of Islamic law (Ulya: 2016, pp. 135-148) and the application of Islamic education in the context of forming a young generation of Aceh with noble character following the culture of Aceh and Islamic law.

Based on the regulation, the Aceh government developed an education system that is relevant to the socio-cultural features and characteristics of the Acehnese people and the special autonomy prevailing in Aceh (Amin: 2018, pp. 159-176). The education system in question is the Islamic education system as stipulated in Qanun Number 23 of 2002. This Qanun was perfected to ¹² Qanun Number 5 of 2008 and the government subsequently replaced the Qanun with Aceh Qanun Number 11 of 2014 concerning the Implementation of Islamic Education in Aceh, Indonesia.

The basis of the qanun is the implementation of Islamic education in Madrasah Aliyah Negeri (MAN), Aceh province, can be implemented ideally. But in reality, the implementation of Islamic education in Madrasah Aliyah in Aceh has not been effective. For the reason, there are still problems in the field, the education management system is less Islamic, less disciplined and less conducive and some teachers who work in Madrasah Aliyah do not understand well the implementation of Islamic education so that it has a negative impact on the ¹ implementation of the qanun. Therefore, researchers are interested in examining more deeply the implementation of Islamic education in Madrasah Aliyah in Aceh province.

METHODS

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This research is a qualitative method. The approach used for this study was a descriptive-analytical approach (Sugiyono: 2011; Walidin & Idris: 2015; Material: 2015; Kayumova & Sadykova: 2019, pp. 1-13). The determination of research subjects uses purposive (Muhadjir: 1996) (Arikunto: 2003). The subjects of the study are 3 headmasters of Madrasah Aliyah and 20 teachers assigned to ¹⁶ 1 Aceh Jaya Regency, MAN 2 Langsa City, and MAN 4 Aceh Besar Regency Aceh Province, Indonesia. Data collection techniques use interviews, observation, and documentation. Furthermore, the data analysis is used through a descriptive approach, where the purpose of the research was to systematically and accurately describe facts and their relationship (Shigapov & Nedashkovsky: 2019, pp. 167-177).

RESULTS

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The Implementation of Islamic education in ¹³ Madrasah Aliyah in Aceh province refers to Law Number 11 of 2006 concerning the Government of Aceh and qanun Number 11 of 2014 ⁵ concerning the administration of education. Generally, the headmaster of Madrasah Aliyah in Aceh province is stated that the implementation of Islamic education is not only applied ² Madrasah Aliyah but also general education ¹⁸ in Aceh province. The management of Islamic education in Aceh is the implication of special autonomy and the implementation of Islamic law.

Based on the stipulation of qanun Number 11 of 2014 regarding the administration of education, the management of education in Madrasah Aliyah in Aceh Province is already carried out Islamically with indicators; transparent, accountable, exemplary and relevant to the culture of Aceh. Teachers assigned to Madrasah Aliyah in Aceh Province have competencies in accordance with the provisions of the qanun and efforts to develop

teacher competencies are carried out sustainably to support the implementation of Islamic education in Aceh. The development of students' potency is carried out through extracurricular activities that are relevant to Aceh and Islamic culture. The implementation of Islamic education in Madrasah Aliyah in Aceh province is still constrained due to the internal and external factors of the community environment. However, overall, the implementation of Islamic education in Aceh province was/is successful in accordance with the provisions of the law.

Aceh Province is a special autonomy area based on Law Number 18 the Year 2001. The Aceh Government has autonomous authority in the management of education following the uniqueness associated with ethnic law and the special autonomy of Aceh. The application of this law does not only have implications for the implementation of Islamic law in Aceh but also has implications for the implementation of Islamic education in the province of Aceh. The implementation of Islamic education in the province of Aceh is regulated in Qanun Number 11 of 2014 concerning the administration of education. This Qanun applies to all education units in Aceh Province, both general education units, such as; Elementary Schools (SD), Junior High Schools (SMP), High Schools (SMA) and all Madrasa education units, such as; Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA).

The implementation of Islamic education is based on the provision of Qanun Number 11 of 2014 concerning implementation, and Article 1 section 21 is education either based on or imbued with Islamic teachings. In providing the basic definition of understanding Islamic education and Islamic education, researchers refer to several expert explanations, as follow, Muhammad Fadhil al-Jamal in (Sulaiman: 2017) Islamic education is an effort to develop, encourage and invite students to live more dynamically based on high values and noble life. According to (Langgung: 1980) Islamic education is a process of preparing young people to fill roles, transfer Islamic knowledge and values that are associated with the human function to do charity in the world and reap the rewards in the afterlife. Islamic education is oriented towards two integrated targets in the form of world life and the afterlife (Mappasiara: 2018, pp. 147-160).

Meanwhile, Islamic Education is to prepare students to be able to play a role that demands them to master knowledge about the teachings of Islam, be an expert in Islamic religion and practice Islamic teachings (Regulation of the Minister of Religion of the Republic of Indonesia Number 3 of 2012 concerning Islamic Religious Education, 2012). It is hoped that from the experts' definition stated above could provide the answer to the readers' curiosity about why this research "The implementation of Islamic education" is carried out at Madrasah Aliyah in Aceh Province.

It is important to understand that the implementation of education in Madrasah Aliyah in Aceh Province is potentially less Islamic because its management and implementation are not based on the values of Islamic teachings. For example, in the management of education in madrasahs is still found fraudulent things it is regarded as not Islamic. On the other hand, if the management is carried out transparently and accountably, it is mentioned Islamic. The following is explained in more detail on "The Implementation of Islamic Education in Madrasah Aliyah in Aceh Province" in three research focuses (Umri: 2019).

1 Implementation of Islamic education in Madrasah Aliyah in Aceh Province

The implementation of education in Madrasah Aliyah in Aceh province is carried out in an Islamic way, referring to the stipulation of Qanun Number 11 the Year 2014 regarding the implementation of education. This Qanun is a form of commitment to the regional government of Aceh Province to support the implementation of Islamic law in Aceh. One of the mathematics teachers (Magfirah: 2019) on duty at Madrasah Aliyah Negeri 4 Aceh District explained that the implementation of Islamic education in madrasah is a realization of the implementation of Qanun Number 11 of 2014 concerning the implementation of Education. Teachers at Aliyan State 1 Madrasah Aceh Jaya District (Umri: 2019) explained the implementation of Islamic education in madrasahs is aimed at supporting the Aceh government's program towards the implementation of special autonomy and Islamic law. Where (Saymsinar: 2019), one of the teachers who serve in the Aliyah Negeri 2 City Langsa Madrasah explained that the application of Islamic education is carried out by implementing the

values of Islamic teachings in the educational process in Madrasas. Meanwhile, generally, the information obtained from teachers working in Madrasah Aliyah in Aceh Province is carried out by implementing Islamic education values.

This information is justified by the head of Madrasah Aliyah Negeri 4 Aceh Besar District (Nuranifah: 2019) the implementation of Islamic education in madrasas was carried out with the application of management based on madrasas or also known as School-Based Management (SBM). Almost the same information is conveyed by the head of Madrasah Aliyah Negeri 2 Kota Langsa (Nasir: 2019) that efforts to develop the Islamic education process are carried out by building a management system based on madrasas, this management system opened up opportunities for madrasas to integrate the uniqueness of the regions, especially Islamic law in the education process at the madrasa and also develop an accountable management system following the values of Islamic teachings. Similar information is also conveyed by the head of Madrasah Aliyah Negeri 1 Aceh Jaya District (Suraiya: 2019) that the application of School-Based Management (SBM) to madrasah management provides opportunities for madrasas to manage education in accordance with religious, social and cultural characteristics. Therefore, SBM provides an opportunity for madrasas to build an education management system that is Islamic and relevant to Acehnese culture and Islamic law.

The role of SBM in establishing an Islamic madrasah management system in Madrasah Aliyah in Aceh Province as observed in 2019 of the management system is used to support the implementation of Islamic education in accordance with the Aceh qanun. Implementation of Islamic education in Madrasah Aliyah in Aceh is also carried out with the application of Islamic curriculum, the head of Madrasa Aliyah Negeri 2 Langsa City (Nasir: 2019) explained that the application of Islamic curriculum refers to the provisions of Qanun No. 11 of 2014 concerning the Implementation of education in Aceh Province, but still guided by national curriculum. The headmaster of Madrasah Aliyah Negeri 1 Aceh Jaya Regency (Suraiya: 2019) the implementation of the Islamic curriculum is developed through local content. Meanwhile, (Nuranifah: 2019) headmaster of Madrasah Aliyah Negeri 4 Aceh Besar Regency said that the application of the Islamic curriculum follows the provisions of the qanun.

The application of the Islamic curriculum based on Qanun Number 11 of 2014 concerning Implementation of Education, Article 44 section (2) stipulates that the Islamic education curriculum must contain the following subjects: (a) Core Subjects:

1. Islamic Education and its practices consist of (Beliefs and morality, Islamic jurisprudence (fiqh) and Quran and Hadith) (2). Civic education; (3) Math/arithmetic; (4) Natural Sciences; (5) Social Sciences; (6) Indonesian Language and Literature; (7) English; (8) Arabic; (9). Physical education and sports; and (10) History of Islamic culture. (b). Local content subjects consist of : (1) Regional languages; (2) Aceh History; (3) Customs, culture, and local wisdom (4) Skills Education.

Furthermore, the implementation of Islamic education in Madrasah Aliyah in Aceh Province refers to the universal principle (Indriani: 2019). Another teacher explained that Islamic education is developed with the principle of democracy (Yusla: 2019). Whereas (Nazariah: 2019) said that the principle of implementing the Islamic curriculum is to use the exemplary approach. This information was confirmed by the headmaster of Madrasah Aliyah Negeri 2 Kota Langsa (Nasir: 2019). The principles of transparency and accountability are applied in the madrasa management system. Generally, the headmaster of Madrasah Aliyah explained that the principle of implementing Islamic education in Madrasah Aliyah in Aceh Province refers to the Qanun stipulation No. 11 of 2014 concerning the Implementation of Education, Article 5 Stipulates.

- (1) Implementation of education in Aceh is accordance with the principles: (a) Enforcement for all students regardless of ethnicity, religion, race, and descent; (b) Empowerment of students throughout life; (c) Development of the overall potential of students with systematic, integrated, and directed way (d) Giving exemplary, motivation, faith, intelligence, and creativity of students; (e) Encouraging community participation in organizing and controlling the quality of education services; (f) Development of science

and technology by upholding human rights, cultural values, and the diversity of ethnic groups, as well as respecting the principles of democracy and justice. (g). Being Effective, efficient, transparent and accountable.

- (2) The National Education System in Aceh is implemented in an Islamic and integrated way to achieve educational goals.
- (3) Further provisions regarding the National Education System in Aceh as referred to section (2) is regulated by a Governor Regulation.

Next fostering and developing the potential of students is developed through extracurricular activities that are relevant to the Islamic Shari'a and Aceh culture. Aceh art of ran up Lampuan dance is one of the extracurricular activities that are very attractive to students (Erni: 2019). Ran up lampuan dance is a typical Aceh dance that is applied to Madrasahs in the context of developing Acehnese Islamic culture for students. While the development of students' career is done through counseling guidance activities (Suraiya: 2019) and some of the headmasters of Madrasah Aliyah in Aceh provide information that the madrasah provides counseling service programs for students. This information is corroborated by observations, 2019.

The implementation of Islamic education in Madrasah Aliyah in Aceh refers to the provisions of Qanun No. 11 of 2014 concerning the Implementation of Education, the management system with SBM, the contents of the Islamic curriculum are as stipulated in the qanun. The principle of implementing Islamic education is based on transparency, accountability, democracy, and an exemplary approach. Furthermore, the implementation of Islamic education is adjusted to technological developments and the era of the industrial revolution 4.0.

Teacher competence in implementing Islamic curriculum in Madrasah Aliyah in Aceh Province

Teacher competency is an important aspect of the implementation of Islamic education (Nufiar & Idris: 2016, pp. 309-320) (Sarboini et al.: 2018, pp. 215-234). Competent teachers contribute positively to the development of education (Esuh Ossai-Igwe Lucky: 2017, pp. 3-27). For this reason, it is necessary to develop teacher competencies to support the quality of education and the implementation of Islamic education in the Aceh Province, Indonesia.

Information obtained from the headmaster of Madrasah Aliyah Negeri 2 Langsa City (Nasir: 2019) explained that the teacher assigned to this madrasah has effective teaching competence and can carry out the Islamic education process. Generally, all teachers qualify for a bachelor's degree and a small number of Master degree (S2). Furthermore, (Nuranifah: 2019) said that the competence of teachers assigned to Madrasah Aliyah Negeri 4 Aceh Besar Regency is following the qualifications of Law Number 14 of 2005 regarding teachers and lecturers. All teachers are qualified for a bachelor's degree and have good competence in the implementation of Islamic education in Aceh. Likewise, information obtained from (Suraiya: 2019) that most of the teachers who work at Madrasah Aliyah Negeri 1 Aceh Jaya District have good competence as educators, while for the educational qualifications all teachers have a bachelor's degree (S1) and are following the subject areas that are assigned.

This information is supported by the results of observations, 2019 stated that teachers assigned to Madrasah Aliyah, Aceh Province, have pedagogical and professional competencies in developing Islamic learning processes. The competency is also seen from the aspect of building skills for interaction in the learning process. Furthermore, teachers also have effective personal and social competencies so that they are very supportive of the implementation of education in Aceh. Efforts to support the implementation of Islamic education are carried out through the development of teacher competencies, (Nasir: 2019) figured out that teacher competency development training is carried out every year with the intention of teachers can carry out the Islamic education process professionally. Training and mentoring on the design of the learning program plan (RPP) for teachers in Madrasah Aliyah Negeri I Aceh Jaya District is carried out to integrate the Acehnese cultural values in learning planning (Suraiya: 2019).

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The implementation of Islamic education in Madrasah Aliyah in Aceh Province is currently supported by teacher competence following the provisions of Law No. 14 of 2005 regarding Teachers and Lecturers. Article 8 stipulates that teachers must have academic qualifications, competencies, educational certificates, physical and mental health, and can realize national education goals. Teacher competence in the implementation of Islamic education in Aceh is also emphasized in the provision of Qanun Number 11 of 2014 concerning Implementation of Education, Article 46 stated that educators and Education Personnel must have the competence and obey the professional code of ethics. Based on various information obtained by teachers who work at Madrasah Aliyah in Aceh Province, they have the competence following the provisions of the qanun and can carry out their duties professionally. Furthermore, teacher competency development is carried out through training both at the madrasa level and district/city government in Aceh Province.

Integration of Islamic Culture in the Educational Process of Madrasah Aliyah in Aceh

Islamic education in Aceh is the implication of implementing law number 18 in the year 2001 about special autonomy for Aceh province. One form of special autonomy given by the Indonesian government for the province of Aceh is the implementation of Islamic sharia in Aceh and its technical implementation is governed by government Regulation number 5 the year 2000 on the implementation of Islamic sharia in the special province of Aceh.

The implementation of Islamic sharia in Aceh province governs the various contexts related to the lives of Acehnese people; Political, legal, social, and Islamic education in Aceh. The first public of Aceh provincial government about the implementation of Islamic education is governed by the Qanun No. 5 years 2008 and has now been enhanced with Qanun number 11 the year 2014. Sulaiman (Sulaiman: 2017) explained the application of Qanun is a form of policy of the provincial government of Aceh to realize Islamic education in Aceh which is part of the implementation of Islamic sharia in Aceh.

Aceh provincial government expects the implementation of Qanun 11 years 2014 can create an education process in Aceh that takes place Islamically in all education units, especially the education unit of Madrasah Aliyah in Aceh and integrate Islamic culture in the educational process of Madrasah Aliyah in Aceh. Saminan (2015) explaining, Islamic education is an education system that is a commitment of the government and society to be developed in the practice of education in Aceh. The Islamic education system is seen according to the philosophy of living and social value of Acehnese people in particular and Indonesian in general. Islamic education does not merely contain science or Islamic religious subjects, but more than that, it concerns the implementation of Islamic values in school life, so that Islamic culture becomes the essence of school culture (school and becomes a spirit in the process of organizing education at school. Islamic values are reflected in the vision, mission, objectives, curriculum, social interaction between the school citizen, the classroom atmosphere, the dorm atmosphere, the atmosphere of the school environment as well as in various rules and habits of the school. Islamic Aceh Education is an ideal concept for Aceh to prepare students or education graduates who are in science and personality as the core value of national education objectives and strategic vision of Aceh education.

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The basis of the integration of Islamic culture in the education of Madrasah Aliyah in Aceh refers to the Qanun decree number 11 the year 2014 of article 73 that the management of formal education unit on primary and secondary education implement based management The school (SBM) is based on religious, social, and cultural specificity. In accordance with Aceh's privileges, the implementation of education is done according to Islamic culture and Islamic law in Aceh. The Islamic culture which is intended in this study is the customs, attitudes, behaviors, values, and norms that have been agreed and applied in the Acehnese based on Islamic values. (Rahmi, 2014) explains, the Islamic culture is represented through the behavior and action of the residents of Madrasah to achieve Islamic educational objectives in Aceh.

The integration of Islamic culture in the education management of Madrasah Aliyah in Aceh aims to produce graduates of students who are competent, think Skill who can compete at the national and international level

and produce participants Students who are in fear and the hereafter. Islamic Sharia and Islamic culture are important components of the Madrasah Aliyah curriculum in Aceh to form learners who are based following the Acehnese culture. This is a characteristic of the integration of Islamic culture in Aceh. Head of Madrasah Aliyah Negeri 2 Langsa Nasir (Nasir: 2019; Laureano et al.: 2018, pp. 4-7) describing the existence of the implementation of the Aceh education Qanun process in Aceh has a distinctive color difference compared to the education process in other provinces.

The integration of Islamic culture in Madrasah Management aims to form the behavior patterns of residents of Madrasah; Teachers, administrative personnel, and students relevant to Islamic law. He added that the Islamic culture in the madrasa was treated through several aspects; (1) Culture of Discipline, (2) culture communicates politely, and (3) Create a conducive and Islamic madrasah environment. The same is also conveyed by the head of Madrasah Aliyah Negeri 1 Aceh Jaya Suraiya District (Suraiya: 2019) that the management of education in Aceh cannot be separated from Islamic culture and Islamic law in Aceh. The Islamic culture developed in the Madrasah refers to the Islamic sharia that prevails in Aceh and is subsequently made in the form of rules on the madrasah. The strategy to build Islamic culture in the madrasah is; (1) The application of the Madrasah Regulations, (2), dressed/pressing the madrasa uniform following the rules of Madrasah and Qanun Islamic Sharia, (3) communicating with the teachers and friends of the study using polite language, (4) displaying the behavior that is related to Aceh culture and education Qanun Aceh.

The explanation is also supported by the information obtained from Nuranifah, (Nuranifah: 2019) Head of Madrasah Aliyah Negeri 4 Aceh Besar District that the integration of Islamic culture in the education process is conducted through the application of the Madrasah Peranturan that applies to all residents of Madrasah. He further described the regulation following the sharia of Islam in Aceh and realized in the form of patterns of Islamic behavior and action. Islamic culture in the form of teacher behavior can be seen from the side of the educational service behavior that teachers provide to students. All teachers in this madrasah have polite behavior in guiding learners.

DISCUSSION

The integration of Islamic culture in the education process of Madrasah Aliyah in Aceh is done through the approach of policy or qanun of Aceh education. This policy applies generally to all units of education in Aceh. However, based on information collected from the head of Madrasah Aliyah in Aceh, as explained that the integration of Islamic culture is done through the approach of Madrasah's regulations. The effort to obtain more accurate information about the integration of Islamic culture in Madrasah Aliyah in Aceh, researchers conducted interviews with teachers who served in the Madrasah Aliyah in Aceh. Ismail One of the teachers who served in Madrasah Aliyah Negeri 4 Aceh Besar District provides information on the integration of Islamic culture in education programs in line with government policy and Islamic sharia in Aceh. The next teacher, Musairifsyah explains, currently, in the Madrasah there is a culture of madrasah that must be obeyed by all learners and teachers. These cultures are more popular with embarrassment cultures, such as "embarrassment doesn't work". This cultural implementation can motivate learners in the learning process at the madrasah.

Syafuddin Teacher of Madrasah Aliyah Negeri 1 Aceh Jaya District to explain Islamic culture as a reflection of the implementation of Aceh education Qanun to improve the behavior and accessibility of students following the teachings of Islam, customs, and culture of the people of Aceh. Tapping strategy is made integration Islamic culture in the curriculum of Madrasah. Information about the same is delivered by Syamsinar (Saymsinar: 2019) Physics teacher at Madrasah Aliyah Negeri 2 Langsa, operationally Islamic culture integration in Madrasah is done in Madrasah Management system, education program, and learning process, as well as the use of Uswatunhasanah (example) approach for learners.

Integration of Islamic culture in Islamic education in Aceh Madrasah Aliyah is supported also by observation. One of Islamic culture applied to Madrasah Aliyah in Aceh is a culture of greetings, Sapa, and Smile (3s). This is partly done by the teacher who served in Madrasah Aliyah Negeri 2 City Langsa. Routine activities in the morning are teachers standing at the entrance of the Madrasah entrance to wait for the student's arrival. Furthermore, the teacher welcomes the student's level by giving Greetings, Sapa, and a smile (3s) to the learners who come. The culture looks very effective to develop personality and students who are polite.

In addition to the culture, based on the results of observation that there is additional information, but specifically to improve the quality of performance and education services of quality and Islamic Madrasah Aliyah in Aceh Applied 5 cultural values of work Ministry of Religion Republic of Indonesia: (1) Integrity, (2) Professionalism (3). Innovation. 4. Responsibilities, and (5). Accuracy. The implementation of the culture of the work in the Madrasah Aliyah in Aceh aims to cultivate the work of the teachers who are integrity, professional, innovate in delivering new works, responsibilities in performing the task of educating and promoting Exemplary so that it becomes a teacher who can be imitated by learners (Peraturan Menteri Agama Republik Indonesia Nomor 3 Tahun 2012 tentang Pendidikan Keagamaan Islam: 2012).

Based on a variety of information obtained shows that all of the Madrasah Aliyah education units in Aceh integrate Islamic culture relevant to Aceh culture and Islamic sharia are valid in Aceh in the process of education. Integration of Islamic culture in the education process at Madrasah Aliyah in Aceh is done in the following steps;

1. Integration in the Madrasah Aliyah regulation in Aceh.
2. Integration in the Madrasah Aliyah program in Aceh.
3. Integration in the learning process of Madrasah Aliyah in Aceh.

The Implementation of Qanun number 14 the year 2014 quiet education Aceh has influenced the change in the education system in Aceh based on Islamic education that resulted in the change of Madrasah culture into Islammai culture. Policy changes from the bureaucracy order to embed certain values in the school environment is a form of change in school culture. Similarly, the application of Aceh education has built a new culture of Islamic educational culture. The Islamic culture was overall carried out in the educational process of Madrasah Aliyah in Aceh until now and implicates the change of Islamic education culture, the form of Madrasah culture based on Islamic values.

CONCLUSION

Implementation of Islamic education in the province of Aceh refers to Qanun Number 11 of 2014. The implementation of education in all Islamic education units is based on the teachings of Islam. Overall implementation of education at Madrasah Aliyah in Aceh has been Islamic, with indicators madrasah management system has the value of transparency, accountability, exemplary approach, Islamic- oriented culture development and Islamic curriculum application as stipulated in qanun.

Teachers assigned to public Madrasah in Aceh province have effective competence in the implementation of education and the development of the Islamic education system. The development of teacher competency is located at the madrasah level and in the Regency by the government to develop and support the implementation of Islamic education in Aceh. Constraints on the implementation of Islamic education in Madrasah Aliyah Negeri in Aceh is still found teachers who do not understand the concept of Islamic education based on the provisions of the qanun. Furthermore, the environmental situation and community participation show that it is still not very supportive. Overall implementation of Islamic education in Aceh can be said to have been effective.

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