

Implementation of Islamic Religious Education Learning Management Based on Intellectual, Emotional, and Spiritual Quotients at Institut Agama Islam Ma'arif NU Metro Lampung

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ABSTRACT

The article was to reveal the concept and the implementation Islamic Religious Education (PAI) learning management, the perception of the PAI Study Program lecturers, and the obstacle and solutions of implementation of IESQ-based PAI learning management at Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung. This research was a field research at the IAIMNU PAI Study Program. The sources of data are the leaders, lecturers and the documents such as vision, mission, goals, curriculum. Collecting data used observation guide sheets, interview guidelines, and documentation. The result showed that the implementation of IESQ-based PAI learning management includes (a) planning namely the preparation of objectives, teaching materials, syllabus and SAP, preparation of supporting devices, determining learning evaluation methods and systems, dominant IQ (61.1%); (b) organization which refers to the curriculum, managing classes, and interactive communication in the classroom, dominant on IQ (68.3%); (c) leadership namely apperception, motivation, active learning strategy, communicative, humor, discipline, formal dress, developing self-confidence, togetherness, group dynamics, managing class, and dominant on IQ (96.3%); (d) evaluation, namely partial evaluation of the process and results, process technique, namely assessing attitude, activity, product, and accountability, result technique, namely UTS and UAS, and dominant on IQ (60%).

Keywords: *Learning Management, Spiritual Quotients, IESQ Learning Management*

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INTRODUCTION

Education in universities in Indonesia is required to develop a learning system that is in accordance with the dynamics of the times. A democratic, rational, science and technology-based learning paradigm needs to be continuously developed in learning activities in higher education (Abrori & Nurkholis, 2019). The implementation of information and communication technology in learning interactions in the classroom and outside the classroom has been seen to be encouraged in universities. In the interaction of learning in the classroom, lecturers use various facilities such as

multimedia-based and apply lectures through the latest technology (Mayer, 2009). Interaction outside the classroom, lecturers open e-mail services, mailing lists, facebook, and so on.

Mahasiswa College students are adults who are independent and able to direct themselves in making the best decisions for themselves. Assumptions of education and learning for students are characterized by self-concept, experience, readiness to learn, and learning orientation (Sudiyono, 2006). The output of higher education is the hope that it can develop a cultural function to preserve and pass on the ideals of the people it supports. Therefore, universities are also tasked with controlling and directing community development (Castree et al., 2014). The function of higher education is to play a role in social control in making changes and reforms.

On the other hand, students are faced with global culture as an implication of advances in information and communication technology. The culture of violence and other immorality threatens character building for students (Rokhman et al., 2014). Likewise, it can be seen in the pattern of student struggle against policy makers, both on campus and outside campus. Open actions have an impact on damaging public facilities and disrupting public activities. This phenomenon indicates the existence of new values that are included in the spirit of campus life, so that the campus vision and mission begin to dim and be disturbed by the swift global interaction.

IAIMNU Metro Lampung is one of the private universities that has a high appreciation for fostering students who are able to carry out Islamic missions, and build a just and prosperous society in the pleasure of Allah SWT. IAIMNU Metro Lampung has three faculties, namely the Faculty of Tarbiyah, the Faculty of Sharia and Islamic Economics, and the Faculty of Ushuluddin, Adab and Da'wah (<https://laimnumetrolampung.Ac.Id/>). IAIMNU Metro Lampung began to face various challenges and obstacles from outside that could damage the Islamic campus tradition. The swiftness of global culture and the demands of the dynamics of science and technology have become an inseparable part of the existence of IAIMNU Metro Lampung. Thus, anticipatory and curative efforts need to be carried out from an early age with an approach to improving the quality of learning that is in line with the vision and mission of IAIMNU Metro Lampung.

In the context of learning, lecturers are required to have in depth knowledge of how to build connectivity between learning management and the achievement of campus vision and mission. Islamic campus as a reflection of an equal community, can be developed through education instruments Islamic religious. It is very urgent to investigate more deeply the problem of IESQ-based Islamic religious education learning management in accordance with the achievement of the vision and mission of the IAIMNU Metro Lampung (<https://laimnumetrolampung.Ac.Id/Visi-Dan-Misi/>).

In designing an IESQ-based Islamic education learning system, the skills and competencies of lecturers are needed. High skills and competence of lecturers will be able to design learning that is active, innovative, creative, effective, and fun (Abrori et al., 2021). It is very urgent to examine the skills and competencies of IAIMNU Metro Lampung lecturers in relation to the ability to design Islamic religious education learning based on IESQ. The learning design, of course, involves the related aspects as a consideration in designing, selecting, setting, implementing, and evaluating learning.

Various problems that develop in learning at IAIMNU Metro Lampung, for example lecturers in preparing learning tools in class, designing learning that is relevant to the vision and mission of IAIMNU Metro Lampung, learning that is still

oriented to memorization and indoctrination, disciplinary problems and exemplary in classroom learning, mastery teaching materials, selection of appropriate methods and media, learning contracts, class management, less conducive classrooms, evaluation of learning, and so on.

On the other hand, phenomena for students as implications of various learning problems in the classroom are the emergence of boredom when studying in class, the development of a culture of cheating during mid and late semester exams, low motivation and interest in reading, low social and emotional sensitivity, less concern with spiritual activities, religious activities, especially in religious recitation activities, and so on (Abrori et al., 2019). The symptoms of these students are related to the learning system, especially Islamic religious education learning. Learning interactions in the classroom have an impact on student activities outside the classroom, both on campus and in the community.

The above discussion becomes the main study in discussing the management of Islamic education learning based on IESQ at the Ma'arif NU Islamic Institute (IAIMNU) Metro Lampung so that the output is competitive. To maintain originality and find out the position of renewal in this study, the authors took several studies related to IESQ-based PAI management that had been carried out. First, research conducted by Erick and Wira (2013) related to ESQ education for the formation of children's character based on kejawen philosophy in Indonesia. In their research, Erick and Wira classify Javanese cultural philosophy in the formation of ESQ to make it easier to instill values in children. The concept of development in ESQ children by Javanese cultural philosophy is expected to be a solution to social problems that exist in Indonesia (Ferdiawan & Putra, 2013). Second, research conducted by Bambang and Ming (2012) on empirical testing of the quality of intelligence, emotional intelligence, and spiritual management using structural equation modeling. In this study, most managers have better EQ and SQ standards than IQ. In this case, the application of EQ in the workplace depends on the person, whether he can place himself in gathering with other people. Spiritual intelligence seems to occupy the highest portion when mediated by locus of control. As we know that internal LOC is a strong feeling that drives someone to do something right (Soebyakto & Ming, 2012).

These studies form the basis of research conducted by providing additional contributions to this research. From the presentation of the results of related research, it can be seen that the research conducted related to IESQ is different from previous research. Where this study focuses more on the implementation of IESQ in the realm of Islamic religious education learning management.

METHOD

This research is a field research at the PAI Study Program, IAIMNU Metro Lampung; type of qualitative research; the scientific approach to research is pedagogical, and theological (Sugiono, 2014); sources of data are the leaders and lecturers of the PAI Study Program (primary data) and PAI Study Program documents such as the vision, mission, goals, curriculum, and course GBPP (secondary data); the research instrument is the researcher himself and is assisted by data collection tools, namely observation guide sheets, interview guidelines, and document study guidelines, digital cameras, and tape recorders; data collection techniques are participatory observation, in-depth interviews, and documentation; data processing techniques, namely data classification, coding, and tabulation, and data analysis

techniques (Glesne, 2016) namely qualitative analysis which includes word reduction, data presentation, and drawing conclusions/verification; and testing the validity of the research results, namely credibility, transferability, dependability, and confirmability.

RESULT AND DISCUSSION

1. IESQ based-PAI Learning Management Concept on IAIMNU Metro Lampung

Learning management is dynamic and flexible, following the dynamics of the times and scientific progress. Management has a basic nature to always be updated through work concepts, work processes, ways of working, and work culture, namely a culture of continuous improvement in the quality of learning, focusing on school customers for long-term satisfaction and participation of school residents, families, communities, and government (Carneiro, 2015). Continuous changes and updates in achieving quality can be done through the involvement of all competent parties including stakeholders and the government. Each lesson has a target and is student-oriented. Four pillars of learning, namely: Learn to know, learn to do, learn to be, learn to live together (Delors, 2013). Learning is a process of transforming knowledge to students, what is known can be applied, then becomes typical of itself, as a readiness to live together (social interaction) with others.

In learning Islamic education, proper management concepts are needed. The concept of management allows the combination of all efforts and activities to lead to organizational goals, and also creates good cooperation for smooth and effective work, to enhance the usability of all resources and enhance results (Olsson, 2013). Learning Islamic religious education needs to be developed to produce superior students, through the provision of attention, treatment and educational services based on their talents, interests, and abilities.

Learning Islamic religious education departs from the four pillars mentioned above. The four pillars are developed for students to have intelligence in aspects of Islamic education. Intelligence is not only seen from the value obtained by a person. Intelligence is the ability possessed by a person to see a problem, then solve the problem or make something that can be useful for others (Soebiyakto & Ming, 2012). This intelligence is meant in three levels of intelligence, namely intellectual intelligence, emotional intelligence, and spiritual intelligence (IESQ).

Learning management departs from planning issues, in which tools must be prepared as prerequisites for planning learning, including: understanding the curriculum, mastering teaching materials, compiling teaching programs, implementing teaching programs, and assessing teaching programs and the results of the learning processes that have been implemented (Grosch, 2017). The development of learning management requires five aspects, namely:

1. Management of the learning atmosphere.
2. Management of teaching assignments.
3. Management of teaching tasks in cognitive and affective domains.
4. Management of the presentation of learning materials.
5. Management of the learning environment (Altaş, 2015).

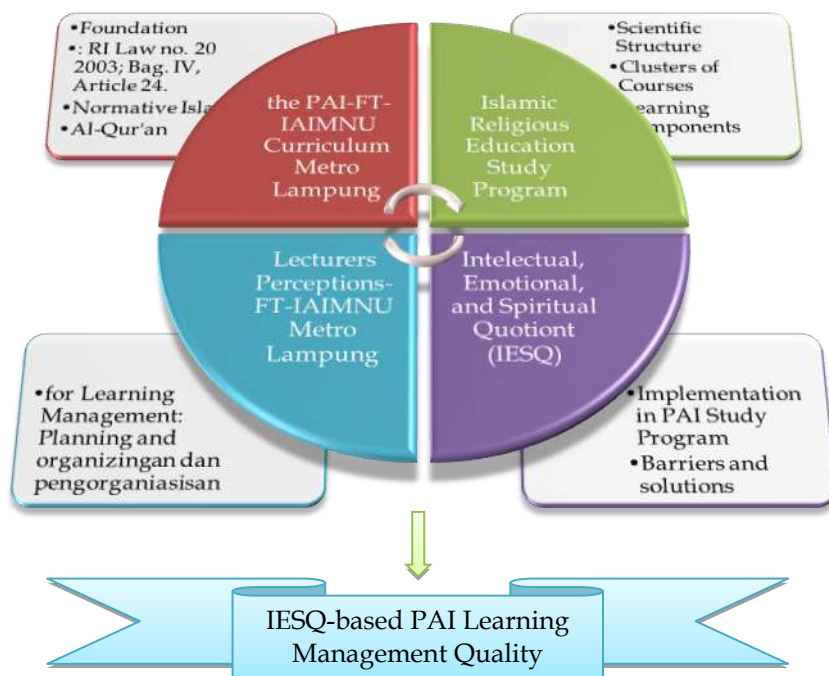
Then the areas of professional ability of educators that are technical in learning, namely classroom management, teaching, and classroom climate (Quincy et al., 2012). The basic skills of teaching an educator include:

1. Ketrampilan Opening and closing lessons;

2. Skills to explain;
3. Basic and advanced questioning skills;
4. Skills in providing stimulus-variations in teaching activities;
5. Skills provide reinforcement;
6. Class management skills;
7. Individual and small group teaching skills;
8. Skills in guiding small group discussions (Otsupius, 2014).

These abilities and skills are indicators in appreciating the learning of Islamic religious education based on intellectual, emotional, and spiritual intelligence at IAIMNU Metro Lampung. The interesting phenomenon of learning Islamic Religious Education in universities is now mapped into three models, namely the dichotomous model, the mechanism model, and the organismal or systemic model. Therefore, the development model of Islamic Religious Education in tertiary institutions needs to be reconstructed, from a dichotomous and mechanism model to an organismal or systemic model. The organismal or systemic model, Islamic religious education learning gets a rational and professional proportion. Then technically, the learning system in higher education is carried out using a dual mode approach through a combination of an ordinary face-to-face learning system with an independent learning system (self-learning). instructions) (Zarkasyi, 2018). Both systems need to be managed properly so that the goals of Islamic Religious Education can be achieved holistically. Based on the discourse on the development of the IESQ-based PAI learning management concept at IAIMNU Metro Lampung as follows (Hadi et al., 2022):

Figure 1
Development IESQ-based PAI Learning Management



2. Implementation IESQ-based PAI Learning Management on IAIMNU Metro Lampung

Implementation of learning management in the Islamic Studies Program of the Islamic Institute of Religion Ma'arif NU (IAIMNU) Metro Lampung includes planning, organizing, leadership, and evaluation based on IESQ. The results of observations can be stated, in general the implementation of learning management for PAI lecturers based on IESQ, is still simple and some have started to develop more complex ones. Lecturers who carry out complex learning management are lecturers who have insight and knowledge, lecturers who have a lot of free time, and lecturers who are committed to improving the quality of learning through the implementation of learning management, while lecturers who are still simple in applying learning management are lecturers who do not understand learning management procedures and lecturers who are busy like institutional structural officials (Yusuf & Abrori, 2022). The development of IESQ in learning has not yet described the competencies to be achieved, so that in the learning process the development of intelligence is natural. Based on the results of observations of class participation, it can be seen in the following table description:

Table 1
Description of IESQ-based PAI Learning Management Implementation at IAIMNU Metro Lampung

NO	MANAGEMENT COMPONENTS	ASPECTS	IQ	EQ	SQ
1	Planning	1. Develop learning objectives	3	1	2
		2. Analysis of Vision-Mission Objectives of PAI Study Program	1	1	1
		3. SWOT Analysis Learning	1	1	1
		4. PAI Study Program Curriculum Analysis	2	1	1
		5. Student Profile Analysis	3	1	1
		6. Obstacles Possible	1	1	1
		Average number	1.8	1	1.2
	Percentage formula = $N \times 100 / T$ (Planning)		61.1	33.3	33.9
2	Organizing	1. Learning resources	3	1	1
		2. Concept Map of teaching materials	1	1	1
		3. Outline learning	1	1	1
		4. Timeline learning	1	1	1
		5. LearningActivities (beginning, core, and end)	3	1	2
		6. Strategies and Methods	3	1	1
		7. Media and learning resources	3	1	1
		8. Evaluation system	3	2	2

		9. Time allocation	3	1	1
		10. MK syllabus	2	1	1
		11. SAP MK	2	1	1
		12. Class management			
		a. Physique:			
		1) Ventilation	1	1	1
		2) Cleanliness	2	1	1
		3) Chairs and tables	1	1	1
		4) Socialization	2	2	2
		b. Non phsycal			
		1) Interaction	2	2	2
		2) Rule	3	2	2
		3) Convenience	2	2	2
		4) Reflection	3	2	2
		Average number	2.1	1	1
		Percentage formula = $N \times 100 / T$ (Organizing)	68.3	41.7	45
3	Leadhershship	1. Learning Activities			
		a. Initial:	3	1	1
		1) Apperception			
		2) Goals	3	2	2
		3) Interests and Motivation	3	3	2
		b. Core:	3	1	1
		1) Explanation			
		2) Problem	3	1	1
		3) Feedback	3	1	1
		4) Solution	3	2	1
		c. End:	3	1	2
		1) Conslucion			
		2) Assessment	3	1	2
		3) Follow Up	3	1	1
		2. Learning Discipline Culture	3	1	1
		3. Leadership Learning Culture	3	2	1
		4. Challenges and Group Dynamics	3	2	1
		5. Celebration of Works	2	2	1
		6. Learning Communication			
		a. Linear Thoughts with Words	3	1	1
		b. Urgent Message and Troubleshooting	3	1	2
		c. Systematic and purposeful	3	1	2
		d. Empathy,	2	3	2

		Contact, Eyes, Polite & Clear			
	Average number (18 items) 54		2.9	1.5	1.4
	Percentage formula = N x 100 / T (Leadership)		96.3	50	48.1
4	Evaluation	1. Process			
		a. Implementation of planning	1	1	1
		b. Learning interaction	1	1	1
		c. Attitudes, seminars, attendance, etc.	1	1	1
		2. Result			
		1) Progress of learning outcomes	3	1	1
		2) Learning quality	3	1	1
	Average number (5 items)		1.8	1	1
	Percentage formula = N x 100 / T (evaluation)		60	33.3	33.3
Percentage formula = N x 100 / T			8.6 x 100/12	4.5 x 100/12	4.6 x 100/12
TOTAL PERCENTAGE (%)			71.7	37.5	38.3

Note:

N = Total Average

T = Highest score

The table above is the result of data analysis on PAI Study Program lecturers in implementing IESQ-based PAI learning management at the Ma'arif NU Islamic Institute (IAIMNU) Metro Lampung. Based on the results of data analysis (Ott & Longnecker, 2015), that the implementation of IESQ-based PAI learning management is more dominant in intellectual intelligence (71.7%), than emotional intelligence (37.5%) and spiritual intelligence (38.3%). The description of the data shows that PAI learning at the Islamic Studies Study Program of the Ma'arif NU Islamic Institute (IAIMNU) Metro Lampung, starting from planning to evaluation is oriented to the development of intellectual intelligence.

Learning planning (Nurdin, 2018) based on IESQ, it appears that there are several aspects that are not carried out in the formulation of goals, namely an analysis of the vision, mission, goals of the PAI Study Program, curriculum, profiles of students being taught, and predictions of problems that may arise in learning activities. Overall, in planning PAI learning, the basis is more dominant on intellectual intelligence (61.1%), than emotional intelligence (33.3%) and spiritual (38.9%).

In the IESQ-based learning organization component (Huda, 2017) in the PAI Study Program, it was found that there were several aspects that were not carried out, namely the preparation of a concept map of teaching materials, preparation of outlines and timelines of teaching materials, some lecturers compiling syllabus and SAP courses, and physical classroom management. Overall, learning organization in PAI Study Program is more oriented to the

development of intellectual intelligence (68.3%) than emotional intelligence (41.7%) and spiritual intelligence (45%).

The components of learning leadership activities (Cheng et al., 2016) based on IESQ in the classroom, it was found that PAI Study Program lecturers interacted with students naturally, and often did not follow the pattern in learning activities listed in the course syllabus for lecturers who had a syllabus and SAP. However, overall, learning leadership with various learning variables in it is more oriented towards intellectual intelligence (96.3%) than the development of emotional intelligence (50%) and spiritual intelligence (48.1%).

The learning evaluation component (Steinberg & Donaldson, 2016) based on IESQ, PAI Study Program lecturers seem to be more inclined to use outcome assessment than process assessment. In the process assessment, only a few lecturers took the variables of attitude, activity, seminars, and so on as part of the assessment, and the rest of the lecturers looked at the aspect of ability to do mid-term and end-semester exams. Overall, learning evaluation activities are more dominantly based on the development of intellectual intelligence (60%) than emotional intelligence (33.3%) and spiritual intelligence (33.3%).

3. Perceptions of PAI IAIMNU Metro Lampung Lecturers on the Urgency of Implementation of IESQ-based Learning Management

Every lecturer hopes that in carrying out learning tasks in class it runs effectively and efficiently in achieving the goals that have been outlined. Likewise, institutional leaders have the same hope that the achievement of learning objectives for each course becomes an instrument for achieving the vision, mission, and goals of the institution. Therefore, the PAI leadership expects that the learning activities of each important subject are well managed, because it can be a guarantee of improving the academic quality of each study program. The Chairperson of the PAI Study Program hopes that learning management will become the attention of every lecturer in carrying out professional learning tasks. The Head of Study Programs and PAI lecturers considered it very important to manage learning according to the subjects taught, so that in learning each course the direction and objectives were clear and could be evaluated administratively.

Ikhwan Aziz as the Head of the PAI Study Program said that lecturers must understand and master learning management, as an indicator of the quality of learning in the classroom (Yusuf & Abrori, 2022). Lecturers must know what was done before learning activities, and applied in activities, and reflect after learning. Then it was also emphasized by one of the informants that "learning management is very important, and the achievement of a vision, mission, and goals in study programs and courses can be realized effectively and efficiently if supported by the application of learning management. Therefore, learning management not only has a positive impact on lecturers and students, but the institution also improves the quality of learning activities. Likewise, in a brief statement by the lecturer (Yusuf & Abrori, 2022), that learning management is very important because without learning management, activities are not clear in their

direction and purpose and the aspects evaluated are also unclear. This is where a description of the urgency and relevance of the implementation of learning management in the PAI Study Program is found, which is scientifically and professionally oriented.

Learning management is a requirement for every PAI Study Program lecturer in carrying out their duties. The leaders and lecturers of the PAI Study Program realize that learning management is a work program for lecturers who support courses. Moreover, global and local situations are increasingly challenging and have implications for learning activities and student conditions, so lecturers are required to prepare for administrative learning and implementation in the classroom.

The perception of PAI lecturers about the implementation of IESQ-based learning management is very important. Learning management which includes planning, organizing, leadership, and evaluation needs to be considered and paid attention to by every PAI lecturer in designing the lessons they teach (Hadi et al., 2022). The Leaders of PAI and FAI Study Programs have very high expectations for the implementation of IESQ-based learning management because it is part of developing the professional competence of lecturers and is in line with the achievement of the vision, mission, and goals of the PAI Study Program. Thus, factually, the leaders of the Islamic Studies Study Program and the FAI have the perception that the PAI Study Program lecturers should manage IESQ development-based learning according to the courses that are taught and well documented, so that lecturers can be evaluated and given appreciation. If the PAI Study Program lecturers do this, the PAI Study Program can improve quality assurance and excellent service to the community.

4. Barriers and Solutions to the Implementation of IESQ-based PAI Learning Management at IAIMNU Metro Lampung

a. Aspects of IESQ-based Learning Planning

Dalam In planning the learning aspects that are prepared are the objectives or competency standards of the courses. Goals and competency standards describe learning objectives, behavior, learning conditions, and degrees of success (Higgs, 2012). The criteria for learning objectives for each course implicitly contain the IESQ achievement orientation. In learning planning, what is needed is audience data (students) who are the target of learning, what behavior is expected to be an achievement in learning, what is the desired learning atmosphere for effective achievement of goals, and what is used as an indicator of achievement of learning success. This variable is an important concern for lecturers in preparing lesson plans.

The obstacles and solutions for PAI lecturers in planning IESQ-based PAI learning are:

- 1) Lecturers in planning IESQ-based learning, explore and analyze the vision, mission, goals, and curriculum of the PAI Study Program. The lecturer mapped the intelligence variable to the external competence that was the hope of the IAIMNU Metro Lampung PAI Study Program (Milkova, 2012). Therefore, the lecturer reviews and analyzes the vision, mission, goals, and curriculum of the Islamic Education Study Program and then relates it to aspects of supporting facilities, learning environment, socio-cultural conditions, dynamics of science, and market share demands. Furthermore, the leadership of the PAI Study Program documents the vision, mission, goals, and curriculum in the form of a profile of the PAI Study Program and disseminated it to all lecturers who support courses in the PAI Study Program.
- 2) Before planning the lesson, the lecturer looks for information about the profile of students as students in learning. The student profile variables that are important for lecturers to know are educational background, academic achievement in school, IESQ abilities, thinking tendencies, talents and interests, daily activities outside of college, and so on. Therefore, to obtain student profile data, lecturers can use questionnaires, interviews, observations, or tests (Al-Busaidi & Al-Shihi, 2012). Obtain student profile data before face-to-face lectures as material for analysis of IESQ-based learning objectives planning. Therefore, the leadership of the PAI Study Program can distribute questionnaires about student IESQ profiles and compile the profile matrix at each level (semester) according to data analysis from the distributed questionnaires. The results of the data analysis are always updated every semester and given to the lecturer in charge of the course as material for sharing data from the lecturer concerned.
- 3) Each step in the IESQ-based learning planning process, the PAI Study Program lecturer fully documents it. The stages of learning planning activities that are documented, for example, are making a matrix of relevance of objectives (competency standards) for courses that are guided by the vision, mission, goals, and curriculum of the Islamic Education Study Program and then given the content or basis for developing IESQ, then compiling student profiles, internal and external conditions of learning, and so on (Hadi et al., 2022).
- 4) The lesson plan that contains the objectives (competency standards) of the courses is described in the IESQ development matrix. IESQ which is compiled as an indicator of competency standards, should be carried out through the process of task analysis, analysis patterns, research (research), expert judgment, individual group interview data, and role play (Majid, 2013). This approach can be applied by PAI Study Program lecturers, and

the results are used as a reference for lecturers in setting objectives (competency standards) for courses through learning planning activities.

- 5) In setting the objectives (competency standards) for courses, the PAI Study Program lecturers consider and relate aspects of the dynamics of science and technology, socio-cultural demands, stakeholder needs, and so on (Wurdinger, 2016). The results of the study made a matrix of relevance and demand for IESQ which can be a student's capital in entering the competitive world. Therefore, lecturers are required to have insight into the trend of globalization and the important variables to be prepared by students in dealing with it.
- 6) To get a more comprehensive description of the learning in the courses taught, the lecturer conducts a SWOT analysis of learning to measure and assess the external and internal aspects of learning. The external variable analysis of the learning subjects taught is the realm of opportunities and threats, then the internal variables are the realm of strengths and weaknesses (A. Safonov et al., 2021). SWOT description of course learning, lecturers can optimize internal strengths to minimize internal weaknesses, optimize internal strengths to take advantage of external opportunities, overcome internal weaknesses to seize opportunities, overcome internal weaknesses to neutralize external threats, and optimizing internal strengths to neutralize external threats.
- 7) Lecturers are less concerned or lazy in planning lessons. It is common knowledge that without professional awareness or firmness from the leadership of the PAI Study Program, lecturers will not heed administrative demands before teaching. Therefore, lecturers should build a commitment to work professionally and leaders always give appreciation to the performance of lecturers, both in the form of rewards and in the form of punishment (Xiao & Wilkins, 2015). The head of the PAI Study Program provides a statement letter for the lecturer to teach readiness as an administrative bond to carry out tasks professionally according to what has been outlined and the signing of the fact of integrity as a bureaucratic contract bond with the lecturer concerned.
- 8) The low ability of lecturers in preparing lesson plans, with some administrative evidence and rational reasons that have been stated above. Therefore, lecturers are required to be active in participating in education and training on learning design and active learning, then the Leader of the PAI Study Program conducts training or sends lecturers to take part in learning training organized by outside agencies, and encourages them to take further studies (Toetenel & Rienties, 2016).

b. Aspects of Organizing Learning based on IESQ Learning

Pengorganisasian organization is very important for every lecturer. Lecturers of Islamic Studies Study Program are expected to carry out several

aspects of activities, namely organizing teaching materials, classroom management, and supporting resources for achieving IESQ-based learning objectives. In field observations, it was found that only part of the PAI Study Program lecturers, 13 of the 19 lecturers who had a syllabus and SAP, organized learning even though it was not completely done, for example, organizing learning as outlined in the syllabus and SAP but not described in class management.

The obstacles and solutions in organizing IESQ-based learning at IAIMNU Metro Lampung are:

- 1) In improving the skills of lecturers in organizing learning, the Leaders of the PAI Study Program establish an academic quality assurance unit that is in charge of learning quality design issues and provides guidance for lecturers in improving the quality of learning (Toetenel & Rienties, 2016). Lecturers of the PAI Study Program establish communication with the quality assurance unit of the faculty or university in relation to developing learning designs according to the subjects being taught. On the other hand, the leadership of the PAI Study Program conducts Learning and Training and participates in the training carried out in outside agencies or partners.
- 2) In organizing learning materials, lecturers carry out concept mapping, develop outlines and timelines for lecture materials, prepare materials and indicators of basic competencies (Tran et al., 2019). These steps make it easier for lecturers to classify intelligence variables that are targeted in learning. Compiling a concept map begins with collecting references related to courses, then identifying the variables that are assessed to be related to the objectives and competencies of the courses. The variables that have been identified are then grouped according to the closeness of the substance of the variables, the same variables are reduced substantively and excluded which are considered not to represent the achievement of goals and competencies. Variables that have been 'downsized' are then arranged based on the scientific structure in the form of variable mapping and then linked based on the system path in the course content. Then the structure of the substance of the course is verified to arrive at a concept map that will be a reference in compiling the next device. In compiling the course concept map, the lecturer must pay attention to the curriculum of the study program, the objectives and competencies to be achieved, the substance of the course, and the time allocation.
- 3) Lecturers thoroughly organize supporting resources for achieving learning objectives (Simamora et al., 2020). The supporting resources are learning resources, determining learning strategies and methods, academic environment, learning operational costs, and so on. Lecturers can identify

the learning tools needed, anticipate problems that are predicted to arise, and the estimated operational costs needed.

- 4) In organizing learning activities, the lecturer arranges the time allocation needed and in accordance with the number of weighted credits of the course. Learning becomes effective and disciplined if the time allocation needed for learning is well organized, both theoretical, practical, and evaluation (Erdem & Gözel, 2013). The allocation of time in classroom learning is set for how many minutes for initial, core, and final activities. For initial activities, time allocation is also classified for apperception activities, delivery of goals, building interest, and preparation for entering core activities. In the core activity, how many minutes to present the material (exploration and actualization), feedback, and solutions, and in the final activity how many minutes to provide conclusions, assessments, and preparation for future learning.
- 5) In organizing learning, the variables carried out by lecturers are managing class management and documenting, both physically and non-physically (Setyaningsih & Suchyadi, 2021). Physical classroom management in the form of classroom arrangements, maintaining class cleanliness, setting classroom walls, designing dynamic chair formations, avoiding noise, and providing a place to socialize. Physical classroom management in the PAI IAIMNU Metro Lampung Study Program has several obstacles such as funding, time, and special personnel. Of course, a lot of funding is needed in designing clean classrooms, good air ventilation and lighting, rooms that are free from noise, and so on. Time becomes a constraint because of how long the classroom arrangements such as air ventilation, lighting, cleanliness, seat formation design, and so on. Then the special class management staff is quite heavy because he has to stand by in each class before learning begins. This can be an input for the leaders and lecturers of the PAI Study Program, that class management must be handled by certain people who understand effective and conducive classes.
- 6) Lecturers of Islamic Studies Study Program compile the IESQ matrix which is the basis for organizing learning. What resources need to be prepared in the achievement of each intelligence variable, and teaching materials designed to be relevant to the learning objectives are described in terms of the related intelligence variables and their contents (Zawacki-Richter et al., 2019). This can be described in the form of a matrix regarding the development of IESQ and the organization of supporting resources.
- 7) Lecturers must realize that one of the obligations and indicators of professional work is the preparation of the syllabus and SAP of the courses that are taught and submitted to the leadership of the PAI Study Program. It is important for PAI Study Program leaders to assess and appreciate the

work of each lecturer in the form of a syllabus and SAP, so that lecturers are motivated to work (Cech & Blair-Loy, 2014).

c. Aspects of IESQ-based learning leadership

In carrying out classroom learning, lecturers are required to devote all their attention and competence in order to achieve the goals as outlined effectively and efficiently. However, usually what is planned and prepared by lecturers experiences obstacles in implementing learning in the classroom, because there are certain factors outside of planning preparation (Yusuf & Abrori, 2022).

The obstacles and solutions in IESQ-based learning leadership at IAIMNU Metro Lampung are:

- 1) Syllabus and SAP made by lecturers, often do not become a reference in learning activities in class. This is according to observations in the field, lecturers were not found to bring SAP every face-to-face learning (Yusuf & Abrori, 2022). Therefore, lecturers who have a syllabus and SAP, always bring it every time they teach and convey to students about the SAP that will be implemented. The demand for PAI Study Program lecturers is the consistency of implementation of the learning stages as described in SAP (Muthmainnah et al., 2020).
- 2) Within the framework of the effectiveness and efficiency of learning in the classroom, consistency in the use of time is needed according to the allocation that has been determined. The use of appropriate time that has been arranged can have implications for the orientation and systematization of the appropriate stages of learning activities, so that learning activities are easily evaluated, both from the process and the results (Erdem & Gözel, 2013).
- 3) Because there is no IESQ-based learning program matrix designed for learning leadership, it is also unclear what direction and orientation of IESQ aspects will be developed in the presentation of courses in class. Therefore, the PAI Study Program lecturer compiles an IESQ development matrix as a basis for learning leadership, and it is easy to evaluate through predetermined indicators (Kouzes & Posner, 2016).
- 4) In planning and organizing learning, it is more dominant in the development of intellectual intelligence, which has implications for learning leadership activities in the classroom, so that learning leadership is also dominant in the development of intellectual intelligence. Therefore, the PAI Study Program lecturer provides the content of developing emotional and spiritual intelligence during the learning interaction process. Lecturers are creative by providing emotional and spiritual aspects in translating the theories presented to students (Secundo et al., 2018).
- 5) In the process of learning interaction between lecturers and students, lecturers build effective communication and make students the subject and

object of learning. Students are positioned as partners in scientific exploration, and jointly apply them in the context of everyday life (Sirait et al., 2019). Students are given the opportunity to develop theories received through application in the field, and lecturers provide motivation and spirit, that student activities in scientific activities are part of worship and can have implications for enlightenment in the future.

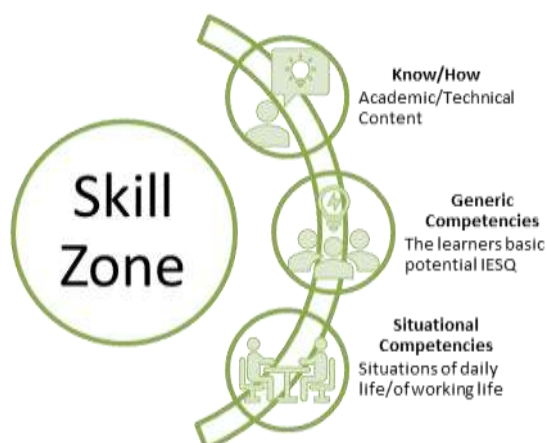
- 6) In learning leadership, lecturers create more dynamic learning interactions, inspire and challenge students to think creatively and critically, open up space for group discussions with actual themes, compete and account for group ideas scientifically, respect each other's ideas and ideas that develop, explore ideas with sincere, and being inclusive of the truth and the lecturer controls the dynamics of the class (Leicht et al., 2018).
- 7) To build a positive and creative learning culture, lecturers lead the class with rational and mature discipline. Discipline in question is time, costume, and knowledge. Time discipline requires lecturers to teach according to a schedule, dress according to their position and invite students to look polite as prospective educators, and master scientific material according to the subjects taught and the concentration they need. Then discipline in the context of maturity is to build awareness that discipline is a shared obligation that must be accustomed and carried out with a full sense of responsibility (Mergler et al., 2014).
- 8) To build a culture of student learning in the classroom, lecturers create an educative and meaningful classroom atmosphere. Lecturers give actual problems and related themes to students to find solutions. The lecturer shows examples and examples that he is very appreciative of students who are actively learning. Lecturers show high enthusiasm and dedication in learning, provide excellent and equal service to all students, show relevant references to study, and so on (Xiao & Wilkins, 2015). In this context, the PAI Study Program lecturer acts as a servant and leads in developing a learning culture.
- 9) To provide joy and reduce the boredom of learning in the classroom, lecturers provide anecdotal or humorous interludes to students. The anecdotes given to students are educational and can stimulate the development of IESQ. Anecdotes given to students should not take up the time of learning activities and shift focus in thinking so that they are not serious (Suryadin et al., 2021).
- 10) In an effort to motivate students towards academic dynamics through classroom learning, lecturers open up discussion spaces and are critical of the various issues discussed (Setyaningsih & Suchyadi, 2021). Every truth of science needs to be opened for verification and experimentation. Students

are given the opportunity to explore in finding solutions to the problems given and lecturers straighten or justify the ideas given by students.

- 11) Everyone needs recognition from others, and so students hope to get recognition from lecturers and friends for their work. Therefore, the PAI Study Program lecturer gives appreciation to every student's scientific work, even if it is only in verbal or numerical form. Scientific work deserves appreciation, in addition to the initiative and hard work because of the content of the work, however, corrections and corrective notes should also be given if there are errors (Shields et al., 2015).
- 12) To assist in learning in class, lecturers use multimedia that has been prepared in class. The leadership of the PAI Study Program has held multimedia-based learning training several times, but the lecturers are still less concerned about implementing it. Therefore, lecturers should use media to motivate student learning, clarify learning information/messages, emphasize important parts, provide variations in learning, and clarify learning structures (Choirudin et al., 2021).
- 13) Students can develop their IESQ if it is supported by a collection of scientific readings. Students can easily get information and references for scientific assignments if there is a complete and adequate collection of reading materials in the library (Peters, 2010). Therefore, the leadership of the PAI Study Program should prioritize the procurement of a collection of reading materials and references to meet the academic needs of students and lecturers.

IESQ-based PAI learning management in PAI IAIMNU Metro Lampung study program aims to improve the quality and quantity of students who are competent and have skills. From a professional point of view, the competence of a student is very necessary. But in supporting the competency of each individual also needs to be equipped with skills to ensure their future in the world of work. Xavier Roegiers states in his book that the scientific competence of students will not be complete if they are not equipped with qualified skills, and vice versa, the individual skills of students will not work if they are not equipped with scientific competencies (Roegiers, 2000). Xavier's statement is based on his research which focuses on prospective university graduates. Based on Xavier's explanation, in more detail, it can be seen from the concept that Xavier created as follows:

Figure 2.
Concept Xavier Skill Zone



From the concept above, it can be seen that the notion of "skills", there is a desire to consider the actions of students in their environment (cognitive actions, technical actions, civic actions, etc.) , it is limited to the use of a certain set of skills. resources known to the learner. There is no dimension of dealing with complex situations (situation integration) that lists a single set of resources acquired for learners to identify and mobilize. This notion there is significant overlap with the knowledge and generic competency zones, but they are far removed from the situational competency zones (Roegiers, 2000).

Agree with Xavier's statement, Benedicta et al., in his research on soft skill competencies and hard skill competencies on interest in entrepreneurship in educational graduates. Benedicta took a sample of 258 students whose results showed a significant effect of soft skill competencies (initiative, self-confident, and assertive) on entrepreneurial intentions in graduates. Meanwhile, in hard skill competencies there is also a significant influence (human resource capability competencies and production capability competencies) on entrepreneurial intentions. Based on these results, Benedicta suggested that the learning process emphasize more on hands-on practice so that more competencies are formed in graduates (Riyanti et al., 2017).

Gerstein and Friedman also called for the importance of reconstructing higher education in order to prioritize the competence and skills of its students. There are times when the goal is focused on teaching ethics/morality/values to students. Currently, the focus is on providing skills and competencies for students so they can succeed in their lives and careers. Gerstain and Friedman argue that an ideal university must ensure that all of its educational programs are inseparable from elements of a disciplinary attitude working together to improve students' skills. This is to ensure that students will become resilient and productive individuals regardless of how often their jobs change (Gerstein & Friedman, 2016). It can be taken as an example that the PAI IAIMNU Metro Lampung study program also shows seriousness in thinking about the profile of its graduates, apart from the main goal, which is to produce professional teacher candidates, but they are also provided with skills-based education so that they will not only be proficient in their field, but also proficient in entrepreneurship. ideal by being given entrepreneurship courses.

CONCLUSION

Based on the discussion above, it can be concluded that the concept of IESQ-based learning management at IAIMNU Metro Lampung includes the basic references for formal and normative juridical foundations, the perception of PAI lecturers, and implementation in the PAI Study Program based on IESQ. In the implementation of IESQ-based PAI learning management includes (a) planning, namely the preparation of objectives, teaching materials, syllabus and SAP, preparation of supporting devices, determining learning evaluation methods and systems, dominant IQ (61.1%); (b) organization which refers to curriculum, class management, and interactive communication in class, dominant on IQ (68.3%); (c) leadership namely apperception, motivation, active learning strategy, communicative, humor, discipline, formal dress, developing self-confidence, togetherness, group dynamics, managing class, and dominant on IQ (96.3%); (d) evaluation, namely partial evaluation of the process and results, process technique, namely assessing attitude, activity, product, and accountability, result technique, namely UTS and UAS, and dominant on IQ (60%). Furthermore, the lecturer's

perception of the implementation of IESQ-based PAI learning management is very urgent and relevant at the IAIMNU Metro Lampung Islamic Studies Study Program. Then the solutions to the obstacles in implementing IESQ-Based PAI learning management at IAIMNU Metro Lampung include planning, organization, leadership, evaluation.

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AUTHOR CONTRIBUTION STATEMENT

All authors contributed equally in the preparation of the manuscript of this article, all authors have read and approved the final manuscript.

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