

Learning Process for Islamic Religious Education Based on Minimum Service Standards for Education

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Abstract

Keywords:

Learning process;
Islamic education;
Minimum Education
Service Standards.

This study aims to determine whether or not the learning process of Islamic religious education at State Madrasah Tsanawiyah (MTsN) 3 East Aceh meets the minimum standard for educational services. This objective was motivated by the fact that the majority of regional madrasa education institutions were used as secondary educational institutions by the community due to the perception that the standard of madrasa education was relatively low compared to that of public schools. Based on this history, a study must demonstrate the integrity of the community's viewpoint. The research approach employed is a form of qualitative descriptive research. Researchers collected data through observations, interviews, and documentation. The analysis findings indicate that the learning process for Islamic religious education at MTsN 3 East Aceh satisfies the minimal service requirements for secondary education. MTsN 3 East Aceh implements education by the provisions of educational standards outlined in Permendikbudristek number 32 of 2022 concerning Minimum Education Service Standards and Regulation of the Minister of Religion of the Republic of Indonesia number 2 of 2008 concerning Graduate Competency Standards and Content Standards for Islamic Religious Education in Madrasahs.

Abstrak

Kata kunci:

Proses Pembelajaran;
Pendidikan Agama
Islam;
Standar Pelayanan
Minimal Pendidikan.

Kajian ini bertujuan ingin menemukan apakah proses pembelajaran pendidikan agama Islam di Madrasah Tsanawiyah Negeri (MTsN) 3 Aceh Timur sudah memenuhi standar minimal layanan pendidikan ataupun belum. Tujuan tersebut dilatarbelakangi mengingat lembaga pendidikan madrasah kebanyakan daerah dijadikan sebagai lembaga pendidikan alternatif kedua oleh masyarakat pada umumnya karena dinilai standar pendidikan madrasah agak rendah dibandingkan dengan standar pendidikan di sekolah umum. Atas dasar latar belakang tersebut sangat diperlukan sebuah kajian untuk membuktikan kebenaran perspektif masyarakat tersebut. Metode penelitian yang digunakan adalah jenis penelitian kualitatif yang bersifat deskriptif. Dalam pengumpulan data peneliti melakukan observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa proses pembelajaran pendidikan agama Islam di MTsN 3 Aceh Timur memenuhi standar pelayanan minimal pendidikan menengah. Hal ini berdasarkan ketentuan standar pendidikan yang telah diatur dalam permendikbudristek nomor 32 tahun 2022 tentang Standar Pelayanan Minimal Pendidikan, dan Peraturan Menteri Agama RI Nomor 2 Tahun 2008 tentang Standar Kompetensi Lulusan dan Standar Isi Pendidikan Agama Islam di Madrasah, yang mana MTsN 3 Aceh Timur menjalankan pendidikan sesuai dengan standar pemerintah tersebut.

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INTRODUCTION

The learning service process in an Islamic educational institution is identical to that of a general education institution, in which the learning process must adhere to certain measures or standards, such as the availability of physical facilities, learning equipment, educators, education personnel, and infrastructure.¹ In addition to ensuring the continuity of the learning process, the application of learning services² must demonstrate empathy by facilitating the learning process.³ The phenomenon that is being found now is that educational services, especially the educational learning process in Islamic educational institutions, have a condition where the quality of service is felt to be lacking, so there are still many complaints submitted by the community as users of educational services.⁴ Educational services, particularly the learning process of education in Islamic educational institutions, are currently characterized by a deficiency in service quality, as evidenced by the community's continued submission of numerous complaints as consumers of educational services. People continue to believe that Islamic educational institutions, such as madrasahs, have not maximized the quality of their educational services, making it difficult for graduates to compete at the next educational level. This assumption also applies to the educational institution MTsN 3 East Aceh, a madrasa that focuses on religious education⁵ to the extent that the community believes it will neglect general education, making it difficult for graduates to compete when entering the next level of general education.

Other researchers have investigated the learning process by educational service standards but from various perspectives and points of view. According to service standards, these studies have not addressed the learning process of Islam. It is based on several relevant prior studies, such as those written by Sayid Mujiburrahman⁶ regarding the standards of teachers who become early childhood educators and Miswari's study regarding the standards of teachers who teach Arabic language

¹ Dayinta Tiara Khusuma and Hardi Utomo, 'Pengaruh Dimensi Kualitas Produk Terhadap Kepuasan Konsumen Venice Pure Aesthetic Clinic Salatiga', *Among Makarti* 13, no. 2 (2021): 78-88, <https://doi.org/10.52353/ama.v13i2.199>.

² Gatot Kusjono; Eni Sudjiani, 'PENGARUH KUALITAS LAYANAN PENDIDIKAN TERHADAP KEPUASAN PESERTA DIDIK DI SMA ISLAM CIKAL HARAPAN BUMI SERPONG DAMAI', *Jurnal Ilmiah Feasible* 1, no. 1 (2019): 65-76.

³ Yudi Uni Fiandi, Sudirman Sudirman, and Marzuki Marzuki, 'Kualitas Layanan Pendidikan Di Smk Muhammadiyah Braja Selabah Lampung Timur', *POACE: Jurnal Program Studi Adminitrasi Pendidikan* 1, no. 2 (2021): 121-28, <https://doi.org/10.24127/poace.v1i2.1189>.

⁴ Fahmi Siti Fatimah et al., 'Learning Fiqh Based on the TAPPS (Think Aloud Pair Problem Solving) Method in Improving Student Learning Outcomes', *At-Tadzkir: Islamic Education Journal* 2, no. 1 (21 January 2023): 1-15, <https://doi.org/10.59373/attadzkir.v2i1.13>; Mala Komalasari and Abu Bakar Yakubu, 'Implementation of Student Character Formation Through Islamic Religious Education', *At-Tadzkir: Islamic Education Journal* 2, no. 1 (25 March 2023): 52-64.

⁵ Menteri Agama, *Standar Kompetensi Lulusan Dan Standar Isi Pendidikan Agama Islam Di Madrasah* (Jakarta: Kementerian Agama, 2008).

⁶ Sayid Habiburrahman, 'Standard Analysis of Teachers and Early Childhood Education', *Ta'dib* 20, no. 2 (2016): 243, <https://doi.org/10.19109/td.v20i2.79>.

education.⁷ In addition, Setiawati⁸ and Prasetya⁹ investigate the implementation of minimum service standards at the elementary education level in the Bantul district. In addition, studies by Sukaman¹⁰ and Aristi¹¹ only discuss the Education and Culture Office's policy of implementing minimum service standards at the district level.¹² This article only discusses the relationship between the two standards as they pertain to the implementation of education in Indonesia. Jafriansen Damanik has written a separate article on the relationship between Minimum Service and National Education Standards. Based on the described studies, it can be concluded that there has been no specific study of the learning process of Islam according to the minimum service standards of education; therefore, this study is very important because it has a high novelty value. After all, no one has specifically studied it.¹³

Based on previous studies or research gaps, acquiring Islam by educational service standards is very important. Because discussing education necessitates standards that must be met by the institution providing educational services, this study seeks to determine whether or not the religious education learning process in an Islamic educational institution, specifically MTsN 3 East Aceh, conforms to educational service standards. MTsN 3 East Aceh, as an educational service provider institution, must, of necessity, have a set standard that will be enforced against educational service consumers. Consequently, this study will be able to supplement previous research that has not addressed learning processes that adhere to educational service standards.

Some people believe that the learning process in Islamic educational institutions is still substandard, making it extremely challenging for graduates to compete at the next level of education. Therefore, this investigation aims to determine whether or not this assumption is accurate. If it turns out to be false, the study will be able to refute the assumptions of some individuals, thereby restoring negative perceptions of Islamic

⁷ Miswari, 'Peningkatan Profesionalisme Guru Bahasa Arab: Upaya Peningkatan Mutu Pembelajaran Bahasa Arab', *Ta'dib* 15, no. 02 (2010): 255–72.

⁸ Esti Setiawati, 'Studi Evaluatif Implementasi Standar Pelayanan Minimal (Spm) Pendidikan Dasar Di Kabupaten Bantul', *Jurnal Pendidikan Ke-SD-An* 4 (2022): 284–301, <https://doi.org/10.30738/trihayu.v4i2.2227>.

⁹ Teguh Prasetya, Muslih Faozanudin, and Dyah Retna Puspita, 'Implementasi Standar Pelayanan Minimal Pendidikan Dasar (Spm-Dikdas) Tingkat Smp (Studi Pada Smp N 6 Satu Atap Rembang Dan Smp N 3 Purbalingga)', *The Indonesian Journal of Public Administration (IJPA)* 4, no. 1 (2018): 1–24, <https://doi.org/10.52447/ijpa.v4i1.1122>.

¹⁰ Sukaman Sukaman, Wahyudi Wahyudi, and M.Chiar M.Chiar, 'Kebijakan Dalam Pencapaian Standar Pelayanan Minimal Smp Di Dinas Pendidikan Dan Kebudayaan Kabupaten Kubu Raya', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 8, no. 1 (2019), <http://dx.doi.org/10.26418/jppk.v8i1.30685>.

¹¹ Aristi Octaviana Dewi, 'Implementasi Kebijakan Standar Pelayanan Minimal (SPM) Pendidikan Sekolah Menengah Pertama Di Kabupaten Sleman Tahun 2018', *Jurnal Hanata Widya* 8, no. 4 (2019): 39–50.

¹² Damanik Jafriansen, 'Keterkaitan Standar Pelayanan Minimal (Spm) Dengan Standar Nasional Pendidikan (Snp) the Relationship of Minimal Service Standards (Spm) With National Standard Education (Snp)' 8, no. 1 (2016): 67–80.

¹³ Helsi Arista et al., 'Gaya Kepemimpinan Kepala Madrasah Dalam Pembentukan Karakter Religius Peserta Didik (Input, Proses Dan Output)', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 38–52, <https://doi.org/10.59373/kharisma.v2i1.13>; Fitri Susanti et al., 'Implementasi Kepemimpinan Kepala Madrasah Dalam Pelaksanaan Manajemen Berbasis Madrasah', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 1–17, <https://doi.org/10.59373/kharisma.v2i1.12>.

educational institutions. However, if it turns out to be true, the study will be able to change the education service system in Islamic educational institutions to meet modern education standards.

RESEARCH METHODS

The research methodology employed in this study is a form of qualitative research¹⁴ in which data obtained through naturalistic observation are analyzed to test a hypothesis.¹⁵ Despite this, the nature of the research is descriptive, i.e., it provides a comprehensive illustration of the issue under study.¹⁶ This study was conducted at MTsN 3 East Aceh in Aceh province. The study was conducted at MTsN 3 East Aceh because its education service system is open. As consumers of education services, the community can directly know and respond to the applied service system.

Three techniques are used to acquire data: direct observation of the object of study by traveling to MTsN 3 East Aceh and observing it in person. Two techniques for conducting a meeting are holding a meeting and conducting a discussion or asking a question to deduce the meaning of a topic. Principal, vice principal, and instructor interviews were conducted. In this study, researchers implemented semi-structured interviews, which are more flexible than structured interviews. The third technique is documentation, which involves searching for written information about objects or study variables in books, journal articles, etc.¹⁷

RESEARCH RESULTS AND DISCUSSION

Research Results

To determine the standards of the Islamic learning process, at least educational institutions must apply the science and art of preparing lesson plans, implementing plans, coordinating, and completing learning process activities so that each principle and component of the process standards can be fulfilled in the implementation of Islamic education.¹⁸ The Minister of Administrative Reform and Bureaucratic Reform regulations number 36 of 2012 outline the fundamentals and components of the standard procedure for education services. Similarly, the learning standards for Islamic religious education have been outlined in the Minister of Religion's regulation, and Islamic religious learning in Madrasah Tsanawiyah (MTs) is contained in Chapter II of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 concerning Graduate Competency Standards and Content Standards Islamic Religious Education

¹⁴ Endah Marendah Ratnaningtyas; Ramli; Syafruddin; Edi Saputra; Desi Suliwati; Bekty Taufiq Ari Nugroho; Karimuddin; Muhammad Habibullah Aminy; Nanda Saputra; Khaidir; Adi Susilo Jahja, *METODOLOGI PENELITIAN KUALITATIF* (Sigli Pidie: Yayasan Penerbit Muhammad Zaini, 2023).

¹⁵ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta, 2017), Cet. XXV, 295, 2017.

¹⁶ Lexi J. Moleong, *Metode Penelitian Kualitatif*, Cet. XXIV (Bandung: Bandung: Remaja Rosda Karya, 2007).

¹⁷ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2008).

¹⁸ Mawardi Mawardi, 'Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran', *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 20, no. 1 (2019): 69, <https://doi.org/10.22373/jid.v20i1.3859>.

in Madrasah.¹⁹ In this regard, to describe the standard of service and learning of religious education in service delivery at MTsN 3 East Aceh that has been implemented thus far, the principle of service standards cannot be isolated from the standard of education services at MTsN 3 East Aceh.

Observations and interviews regarding the implementation of service management standards at MTsN 3 East Aceh reveal the following:

The principle of simplicity is one of the principles applied. By the principle of simplicity, we mean that the service management standards of MTsN 3 East Aceh are simple to comprehend, follow, implement, and measure, with explicit procedures outlined in the organizer. The results of field research indicate that MTsN 3 East Aceh services have sought to implement the principle of simplicity. It is indicated by the simplicity with which MTsN 3 East Aceh students can access services. This convenience is supported by several factors, including services that are simple to implement which allow students to carry out their activities at school. Second, the expenses and necessities at MTsN 3 East Aceh are affordable, particularly in the local community. Stated by the Principal of MTsN 3 East Aceh (January 12, 2023, Author's Observation Results).

In addition to the simple principle, it also applies the principle of consistency to the provision of services, allowing services to run without supervision.

Consistency, specifically MTsN 3 East Aceh, must be considered when developing and implementing service management standards for students and the community. We must adhere to the principle of timeliness when organizing services, as students will be aware of the services they receive if we do so. According to field research, we have arranged timely student services at MTsN 3 East Aceh pertinent to students' circumstances (Teacher 1, personal communication, January 13, 2023).

Additionally, MTsN 3 East Aceh implements the principle of continuous service, such that when leadership changes, this service principle is also transferred to the new leader.

Sustainable, in the sense that our service management standards as institutions must be adaptable to policy changes and the need to enhance the quality of the services we offer. Development in education must sustainably utilize service management standards, which means that the service management standards that we apply must be in line with the development of student needs and that we must avoid using service management standards that are not in line with existing needs. In its implementation, the program of activities for education development must guarantee that services derived from both human and natural or artificial resources can continue and improve by referencing international service criteria or standards (Interview Results Rn). The results of field research indicate that the standard of education service management at MTsN 3 East Aceh refers to an article that

¹⁹ Umniyatul Azizah et al., 'Pemahaman Guru Terhadap Standar Isi Sekolah Lanjutan Tingkat Pertama Kota Bandung', *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (2022): 191-206, <https://doi.org/10.31538/tijie.v2i2.25>.

demonstrates the desire to make improvements by referencing the criteria or standards of international services that have been standardized in the world of education; therefore, the principle of sustainability has been reflected in the standard of education service management at MTsN 3 East Aceh, which has the desire to refer to international services.

The principle of justice in providing services, regardless of who will be served, is the most significant of the previously mentioned principles.

Justice seeks to ensure that the quality of student education services is accessible to all students, regardless of socioeconomic status, geographic location, or differences in physical and mental capabilities. It must be ensured that all students and members of the community have equal access to services at MTsN 3 East Aceh. Based on field observations, the services provided by MTsN 3 East Aceh do not discriminate against any particular group. It is evidenced by the availability of multiple service facilities to all pupils and the community (Teacher 3, personal communication, January 13, 2023).

Table 1. *Principles of MTsN 3 East Aceh service management standards*

Standards for Service Management Principles	Measures Taken
The value of simplicity	The services of MTsN 3 East Aceh have endeavored to adhere to the principle of simplicity. It is implemented so that students have the convenience of participating in school activities and so that fees for extracurricular activities are affordable for the lower community.
Maintaining consistency	In addition, the principle of consistency is applied so that services can operate without the need for supervision by superiors. This consistency entails the organization of services on time, as students' satisfaction with the services they receive is contingent on their timely delivery.
Sustainability	This principle ensures that services are implemented by developing student requirements each school year, allowing the principle of service to continue in subsequent years.
Equal Justice	This principle of justice seeks to ensure that services do not discriminate based on socioeconomic status, geographic location, or differences in physical and mental abilities.

In addition to service principles, MTsN 3 East Aceh employs conventional service management components. The standard service management component is an administration and management element part of the system and procedure for organizing public services. Law Number 25 of 2009 mandates that MTsN 3 East Aceh demonstrate the components of public services

The delivery of services requires a legal basis or foundation in the form of laws and regulations for the service component. The research results

conducted through observations and interviews indicate that the Education Office's education service delivery is founded on a legal basis. The education office has applied the formulation of the legal basis, and we also pay attention to the development of policies or provisions of new laws and regulations, including taking into account the development of schools and students on the legal basis of service results (Teacher 3, personal communication, January 13, 2023).

In addition to service systems and mechanisms, the service components provided to the community as consumers of educational services at MTsN 3 East Aceh also include service systems.

Systems and Mechanisms consist of standardized service procedures for service providers and recipients, including complaint procedures. The complaints we receive indicate how students perceive the services they receive. Complaints from students and community members are crucial for us to manage professionally as material for future service policy correction and enhancement efforts. When designing the components of the complaint mechanism, we must adhere to the principles of clarity and responsibility. It indicates that the steps in its implementation must be simple to execute, that the phases are compact, and that they can be accounted for during the evaluation stage (Teacher 4, personal communication, January 13, 2023).

The preparation of the service result component that we do at MTsN 3 East Aceh by mentioning what form or form we produce and provide to students, followed by mentioning how the quality standards, sizes, or specifications of the service results are provided, such as the results in the form of buildings with complete amenities to support the attraction of students and the community. MTsN 3 East Aceh's formulation into the service management standard asserts that the service outcomes have met the organizer-specified quality standards. Additionally, the competency of the officers who provide services and oversight must be prioritized.

Officer competence encompasses the knowledge, expertise, skills, ethics, and experience each officer must possess to perform service delivery duties. Even though the task at MTsN 3 East Aceh necessitates the use of technology in providing services, the preparations we make at MTsN 3 East Aceh are tailored to the character of the work and the mechanisms and procedures involved. Organizers must provide opportunities for MTsN 3 East Aceh officers to enhance their competence and attend education or training based on the expertise or skills required for service delivery (Teacher 2, personal communication, January 13, 2023) to meet the growing demands for service quality.

MTsN 3 East Aceh also implements a supervision and evaluation management component because the next component required to establish maximum service is a minimum supervision component at the internal level, followed by an evaluation component.

Internal supervision focuses on internal control management to ensure service delivery activities operate optimally and consistently by predetermined service standards. Continuous supervision of MTsN 3 East Aceh students is required to prevent and rectify any errors or irregularities between students or

institutions, foster and create an orderly, obedient work climate and culture, and cultivate work ethic, discipline, and productivity. Direct superiors of MTsN 3 East Aceh, officers or employees designated to carry out functional supervision, or functional supervisory apparatus can implement supervision (Teacher 5, personal communication, January 16, 2023).

Implementation Performance Evaluation is an evaluation to ascertain the extent to which service standards implement activities. The objective is to assess the precision and precision of the application of service standards developed in conjunction with performing organizational duties and functions so that the organization can operate efficiently and effectively. The organizer must conduct periodic and continuous evaluation efforts to determine the state of development, measure success, and identify obstacles in implementing service standards (Teacher 5, personal communication, January 20, 2023).

In actual public services, there must also be a component of ensuring the security and safety of services, as this is the most crucial aspect and a form of the organizer's commitment to providing security free from peril and uncertainty. MTsN 3 East Aceh will creatively develop a policy, provision, or action-oriented activity program to maintain security and safety when processing or delivering services by service standard components to fulfill this commitment. And the final component that must be considered is the evaluation of service provider performance.

In the implementation of this activity, namely management standards, it is crucial to keep in mind that management must always be prepared to solve any problems that may arise while at the same time deciding whether the decisions made by management solve problems can be implemented, and fulfill the intentions underlying the problem's core.

Table 2. *Components of MTsN 3 East Aceh service management standards*

Components of the Standard for Service Management	Measures Taken
Legal Structure	The components of MTsN 3 East Aceh's service standards adhere to the legal basis in the form of laws and regulations and also pay heed to the education office's development of policies or provisions.
System and Process	Systems and mechanisms in this context refer to service systems and mechanisms, including student complaints or community complaints. Every student and community complaint is managed professionally by MTsN 3 East Aceh as material for future service policy correction and enhancement efforts.
Officer Capability	MTsN 3 East Aceh has enabled service officers to receive training and technical guidance on the knowledge, expertise, skills, ethics, and experience each officer must possess to carry out service delivery duties.

Controlled Observation	Internal supervision at MTsN 3 East Aceh ensures that service delivery activities operate optimally and consistently by established service standards.
Evaluation	Superiors at MTsN 3 East Aceh evaluate the precision and precision with which service standards are implemented. Periodically and continuously, this evaluation is conducted to assess success and identify obstacles in implementing service standards.

DISCUSSION

Several government-issued laws and regulations issued by the Ministry of Education and Culture establish minimum service standards for education. It was regulated most recently in Minister of Education and Culture Regulation No. 32 of 2022 on Technical Minimum Service Standards for Education,²⁰ which replaced Minister of Education and Culture Regulation No. 32 of 2018 on Technical Minimum Service Standards for Education.²¹

The education organizers²² at MTsN 3 East Aceh, based on the results of the interviews mentioned above, have also formulated and implemented service standards by the provisions outlined in the legislation, as required by the laws and regulations described above on service standards in educational institutions. Every educational institution, including MTsN 3 East Aceh, desires to be regarded as the best in the minds of the community, as the community will become loyal to the institution's products or services. In addition, educational institutions anticipate that their community services will be communicated to prospective students and students.²³ It is a discrete, continuous word-of-mouth promotion for educational institutions. In other words, quality education services will enhance the institution's reputation within the community. This image has been cultivated by the administration of MTsN 3 East Aceh to ensure that the reputation of its educational institutions is continually enhanced.

In addition, by the mandate of Law No. 25 of 2009, all public services²⁴ must be delivered with legal certainty, which applies to education services.²⁵ The primary objective of legal certainty is to establish distinct boundaries and relationships

²⁰ Faridah Alawiyah, 'Standar Nasional Pendidikan Dasar Dan Menengah', *Aspirasi* 8, no. 1 (2017): 81-92, <https://doi.org/10.46807/aspirasi.v8i1.1256>.

²¹ JDIH Kemendikbudristek, 'Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 32 Tahun 2022 Tentang Standar Teknis Pelayanan Minimal Pendidikan', *Jdih.Kemdikbud.Go.Id*, 2022.

²² J Rahmatulloh, 'Legalitas Kewenangan Penyelenggara Pendidikan Dalam Menarik Pungutan Di Satuan Pendidikan Dasar', *Integritas: Jurnal Antikorupsi* 3, no. 1 (2017): 137-56.

²³ Ardiyanto Wardhana, 'Strategi Promosi Penerimaan Siswa Baru (Studi Kasus Smk Kesehatan Cipta Bhakti Husada Yogyakarta)', *CHANNEL: Jurnal Komunikasi* 6, no. 1 (2018): 96, <https://doi.org/10.12928/channel.v6i1.10215>.

²⁴ Tubel Agusven, Surya Kusumah, and Satriadi, 'Kualitas Pelayanan Publik Sektor Pendidikan (Studi Pelayanan Program Dana Bos Tingkat Sma Pada Dinas Pendidikan Kota Tanjungpinang)', *Jurnal Manajemen Dan Bisnis Tanjungpinang* 2, no. 1 (2018): 28-39.

²⁵ Emmanuel Sujatmoko, 'Hak Warga Negara Dalam Memperoleh Pendidikan', *Jurnal Konstitusi* 7, no. 1 (2016): 181, <https://doi.org/10.31078/jk718>.

regarding the rights, responsibilities, obligations, and authorities of all parties involved in the provision of public services. Secondly, to realize a public service delivery system consistent with the general principles of sound governance and corporations. Thirdly, to administer public services by applicable laws and regulations. Fourthly, to ensure the community's protection and legal certainty in delivering public services.²⁶ Therefore, to achieve legal certainty, as mentioned above, it is necessary to prepare service standards that become the benchmark for education services provided to achieve quality education goals.²⁷

Related to this legal certainty, at MTsN 3 East Aceh, it is crucial to have legal certainty as the foundation for the implementation of educational services because without legal certainty, of course, an institution does not have a legal umbrella, so everything related to the legality of the institution and evidence of the implementation of education is still in doubt; even the legality of the diploma as valid evidence of student graduation can be considered flimsy.

In Minister of Education, Culture, Research, and Technology Regulation No. 32 of 2022 concerning Technical Minimum Service Standards for Education, specifically Article 3 paragraph (1), it is stated that the Minimum Service Standards (SPM) for Education are determined and applied by the principles of conformity of authority,²⁸ availability, affordability, continuity, measurable targets, and accuracy of targets. Conformity of authority indicates that the regional authority applies them according to the government-regulated division of tasks. Every citizen as a learner has the right to access the educational processes, facilities, and infrastructure that are available.²⁹ Availability denotes that it is determined and implemented to ensure this. Affordability implies that it is determined and implemented so that every citizen can readily access the educational process.³⁰ The term 'term sustainability refers to an education system established and implemented continuously. Measurability indicates that the education process is conducted in a measurable manner to meet citizens' fundamental educational requirements.³¹ Targeted adequacy implies that the education system is designed and implemented to fulfill the rights to which every citizen is entitled as a learner, with a focus on disadvantaged or impoverished families.³²

²⁶ Suryana, 'Pelayanan Publik: Kewajiban Dan Kendalanya', *Ilmiah Magister Ilmu Administrasi (JIMIA)*, no. 1 (2018): 1-13.

²⁷ UU Nomor 25 Tahun 2009, 'UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 25 TAHUN 2009 TENTANG PELAYANAN PUBLIK', *JDIH BPK RI*, 2009.

²⁸ Kamaruddin Sellang, Lahibu Tuwu, and Muhammad Basri, 'Penerapan Prinsip-Prinsip Pelayanan Publik Dalam Pelayanan Kartu Tanda Penduduk Elektronik Pada Kabupaten Sidenreng Rappang', *Akmen Jurnal Ilmiah* 14, no. January (2019): 608-15.

²⁹ Mchael H. H. Mumbunan, 'Perlindungan Hukum Terhadap Hak Pendidikan Anak Di Bawah Umur', *Lex et Societatis I*, no. 4 (2013): 1-11.

³⁰ Sheilla Chairunnisyah Sirait, 'Tanggung Jawab Pemerintah Untuk Memberikan Pendidikan Kepada Anak Terlantar Dalam Perspektif Undang-Undang Perlindungan Anak', *De Lega Lata* 2, no. 1 (2017): 158-82.

³¹ Agus Widiarto, 'Analisis Kebijakan Pengelolaan Guru Di Indonesia', *Aspirasi: Jurnal Masalah-Masalah Sosial* 11, no. 1 (2020): 89-103, <https://doi.org/10.46807/aspirasi.v11i1.1525>.

³² Dewi, 'Implementasi Kebijakan Standar Pelayanan Minimal (SPM) Pendidikan Sekolah Menengah Pertama Di Kabupaten Sleman Tahun 2018'.

The implementation of educational services at MTsN 3 East Aceh has its service standards, which are, of course, adopted from the statutory standards, and almost all educational institutions and even businesses use the same criteria to form excellent services. The referred-to standards include having a legal foundation because if the legal foundation does not exist, other standards, even if they are very excellent, serve no purpose because they can be considered illegal institutions that lack a legal umbrella. In addition, it must have a standard system and mechanism for providing education services so that the community's users can observe how the system or mechanism is applied.³³

Service officer standards must also be considered; teachers, for instance, must be enabled to receive training and technical guidance on the required knowledge, skills, and experience of teachers and other education personnel. Obviously, in addition to the standard of service officers, it is also necessary to apply supervisory standards to every educational activity provided by educators and education personnel at MTsN 3 East Aceh. Internal monitoring is required to ensure service delivery activities operate optimally and consistently according to predetermined service standards. Superiors at MTsN 3 East Aceh evaluate the precision and precision with which service standards are implemented.

The most recent standard is a standard for evaluating the success³⁴ or achievement of a particular learning objective.³⁵ This evaluation is conducted on a periodic and recurring basis at MTsN 3 Aceh Timur to assess performance and identify obstacles encountered while implementing service standards. Due to the discussion of implementation, it is certain that there are factors that facilitate or impede the execution of the service delivery process and that these factors directly impact the quality of the service provided. Human or service-providing factors are among those referred to in this expression. Humans in this context refer to educators who rapidly and precisely influence society. In addition, education staff must possess strong communication skills, be approachable, and assume full responsibility for the community as users of education services. A good service must also be accompanied by methods and tools that support work speed, accuracy, and timeliness. The most recent technological development must supplement facilities and infrastructures. In the end, the available facilities and resources must also be operated by competent humans. Therefore, it is fair to say that these two factors mutually reinforce one another.

³³ Habib Badawi, 'Learning from Japan: Advancing Education in the Arab and Islamic World through Creative Approaches', *Nazhruna: Jurnal Pendidikan Islam* 6, no. 2 (18 June 2023): 290-305, <https://doi.org/10.31538/nzh.v6i2.3516>; Eka Fitria Fidayani and Farikh Marzuki Ammar, 'The Use of Azhari Curriculum in Arabic Language Learning at Islamic Boarding School', *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 (9 January 2023): 25-45, <https://doi.org/10.31538/nzh.v6i1.2866>.

³⁴ Idrus, 'Evaluasi Dalam Proses Pembelajaran', *Adaara* 9, no. 2 (2019): 920-35, <https://doi.org/10.35673/ajmpi.v9i2.427>.

³⁵ Isnawardatul Bararah, 'Efektifitas Perencanaan Pembelajaran Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah', *Jurnal MUDARRISUNA* 7, no. 1 (2017): 131-47.

CONCLUSION

Based on the author's previous explanation, it can be concluded that the learning process of Islamic religion at MTsN 3 East Aceh, which is a formal secondary-level educational institution that is considered an ordinary institution with very limited educational services, is very good and has met or exceeded the secondary education service standards. This conclusion is founded on the educational standards outlined in Permendikbudristek number 32 of 2022 regarding Minimum Service Standards for Education article 3 concerning the principle that educational standards must be measurable and sustainable.

Based on the findings of this study, the public can be informed that every educational institution must develop service standards and disclose them to the public so that all users of educational services can view or observe them. Because in today's digitalized world, exposing all forms of services and educational facilities to the public to promote educational systems and institutions for evaluation and use as a criterion in selecting educational institutions for future generations is essential.

The study of educational service standards is considered necessary for future research because most educational institutions do not implement a maximum service system, which often leaves users of educational services dissatisfied. By instituting additional research with different institutions or locations and levels of education, unique studies will inevitably result, thereby providing the public with a basis for comparing the education system and institutions.

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