

## EFFECTIVENESS OF IMPLEMENTING COMPETENCY ENHANCEMENT ACTIVITIES FOR HINDU RELIGION TEACHERS AT THE DENPASAR MINISTRY OF RELIGION OFFICE

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### Abstract

The competency enhancement program is an effort by government agencies to improve educators' competencies. The Ministry of Religion of the Republic of Indonesia implements this program due to its role in education, particularly religious education. Enhancing the competency of Hindu religion teachers is the responsibility of the Directorate General of Hindu Community Guidance, and in Bali, it is carried out by the Denpasar Ministry of Religion Office. The implementation of competency enhancement activities for teachers in Denpasar has not been evaluated, either internally or externally by the Directorate General of Hindu Community Guidance, regarding its benefits for Hindu religion teachers. The aim of this research is to assess the effectiveness of the competency enhancement activities for Hindu religion teachers at the Denpasar Ministry of Religion Office conducted in 2023. This study is a descriptive qualitative research using purposive sampling for informant selection, with data collected through observation, interviews, and literature review. The findings show that the competency enhancement activities for Hindu religion teachers at the Denpasar Ministry of Religion Office are effective, following a process of planning, organizing, actualizing, controlling, and evaluating. Despite facing internal challenges such as inadequate facilities, budget, and human resources, and external challenges such as dual responsibilities for educational personnel and lack of teacher awareness, the program has managed to address these obstacles through efforts such as optimizing the budget implementation checklist and improving communication among staff, leaders, religious institutions, and Hindu organizations.

**Keywords:** Activities, Effectiveness, Teacher Competence

### A. INTRODUCTION

The advancing world of education requires professional teachers with competencies that meet contemporary demands to achieve national education goals, namely to enlighten the nation and develop individuals holistically. The problem of low quality and professionalism among teachers in Indonesia has been long-standing. This is evidenced by the large number of teachers who still do not meet the qualifications of a professional educator. Such a phenomenon contributes to the relatively low quality of education in Indonesia compared to that in developed countries, and even lower than in other countries in the Asia region.

Teachers are a crucial element in the field of education, actively playing their role and positioning themselves as professionals in line with the evolving demands of society (Abidin, 2017). Teachers are required to continuously improve their competencies. They not only impart knowledge but also educate their students to become better individuals with

well-rounded personalities. Educating involves transferring values to students, which should be reflected in their daily behavior. The quality of teachers is a key component in the effort to develop potential human resources in the field of education.

According to the Republic of Indonesia Law No. 14 of 2005, Article 20 on Teachers and Lecturers, the duties of teachers include planning lessons, conducting high-quality teaching processes, and assessing and evaluating learning outcomes. These core responsibilities, reflected in teaching activities and institutional tasks, represent the teacher's competencies. An increase in teacher competencies positively impacts the quality of educational outputs (Widyanto, 2020). The Ministry of Religious Affairs of the Republic of Indonesia is a central government ministry (SANKRI-LAN 2006-19) responsible for managing governmental affairs down to regional units at the district/city level. Presidential Regulation No. 83 of 2015 on the Ministry of Religious Affairs, Article 2, states that the Ministry of Religious Affairs is tasked with managing religious affairs to assist the President in state administration. One of the Ministry's duties is to carry out education, training, research, and development in religious and spiritual fields.

The educator competency enhancement program is an effort by government agencies to improve teacher competencies. The competencies required for educators include pedagogical competence, personal competence, professional competence, and social competence (Saputra et al., 2022). The Ministry of Religious Affairs of the Republic of Indonesia is one of the government agencies implementing this program, as one of its functions is to manage education, particularly religious education. Enhancing the competency of Hindu religion teachers is the responsibility of the Directorate General of Hindu Community Guidance. The Denpasar City Ministry of Religious Affairs Office is one of the units responsible for carrying out these religious education tasks.

Every year, the Denpasar City Ministry of Religious Affairs Office conducts numerous competency enhancement activities for teachers. For example, in 2023, there were 20 activities targeting 300 teachers across various levels, including PAUD (Early Childhood Education), SD (Elementary School), SMP (Junior High School), and SMA (Senior High School). In 2022, there were 28 activities aimed at 300 teachers from Early Childhood Education to Senior High School.

The Denpasar City Ministry of Religious Affairs consists of several sections: Sub-Administrative Division, Islamic Education Section, Islamic Community Guidance Section, Hindu Religion Affairs Section, Hindu Education Section, Hajj and Umrah Organizers, Buddhist Organizers, and Functional Positions Group. Each section performs tasks and functions according to its field, with the Hindu Education Section handling Hindu religious education. The Hindu Education Section annually implements programs such as the PAUD and Compulsory Education Program, Quality Improvement in Teaching and Learning, and Management Support Program. The budget allocation for enhancing teacher competence is generally available each year to support Hindu Religion teachers in both public and private schools within Denpasar City. Currently, there are 300 Hindu Religion teachers in Denpasar, consisting of 100 civil servant teachers and 200 non-civil servant teachers.

The implementation of teacher competency enhancement activities in Denpasar City has not been evaluated, either internally or externally by the Ministry of Religious Affairs, particularly by the Directorate General of Hindu Community Guidance, to determine their effectiveness for Hindu Religion teachers. According to Agustini's (2020) research titled "Evaluation of the Implementation of Technical Training on Preparing Teaching Materials at

the Ministry of Religious Affairs Office in East Flores Regency," evaluating training programs is crucial for improving the quality and effectiveness of training implementations.

The research gap in this study is the absence of similar research on the "Effectiveness of Implementing Competency Enhancement Activities for Hindu Religion Teachers at the Denpasar City Ministry of Religious Affairs." This research will provide new insights into understanding the effectiveness of teacher competency programs, identifying challenges faced, and suggesting solutions to overcome local barriers. It is crucial given the importance of competency enhancement for Hindu Religion teachers in Bali. This study will serve as a relevant analytical tool for public policy at the Denpasar City Ministry of Religious Affairs and as an evaluation resource for the policies in place.

## **B. LITERATURE REVIEW**

### **Effectiveness**

According to Harbani Pasolong (2007:4), effectiveness originates from the word "effect" and is used to describe a cause-and-effect relationship. Effectiveness can be viewed as the result of achieving predetermined goals through a process of activities. Kurniawan (2005:109) defines effectiveness as the ability to perform tasks and functions (program activities or missions) of an organization without stress or tension. Abdurahmat, as cited in Othenk (2008:7), describes effectiveness as the use of resources, facilities, and infrastructure set consciously in advance to produce work on time. Hani Handoko adds that criteria for assessing effectiveness include: usefulness, accuracy and objectivity, scope, cost-effectiveness, accountability, and timeliness.

### **Teacher Competence**

Competence is defined as skill or ability. It also refers to the possession, mastery, skills, and abilities required for a position. A teacher must master teacher competencies to perform their professional duties effectively. According to Littrell, competence encompasses the mental and physical strengths needed to perform tasks or skills learned through practice and training. A teacher's professional competence is a set of abilities necessary to perform teaching duties successfully. Therefore, teacher competence involves various skills related to the profession, demanding expertise in education or teaching. Teacher competence includes:

1. **Pedagogical Competence:** This involves the ability to manage students, including: Understanding educational principles or foundations, Understanding students, Developing curriculum/syllabi, Designing learning activities, Conducting educational and interactive teaching, Evaluating learning outcomes, and Developing students to realize their potential.
2. **Personal Competence:** This includes: Stable personality, Mature personality, Stable temperament, Wise and prudent character, Authoritative presence, Moral integrity, Being a role model for students and the community, Self-evaluation of performance, and Continuous self-development.
3. **Social Competence:** This involves: Oral and written communication skills, Functional use of communication and information technology, Effective interaction with students, fellow educators, educational staff, and parents/guardians, Courteous interaction with the surrounding community.
4. **Professional Competence:** This includes: Mastery of teaching materials in a broad and deep manner (covering: Concepts, structure, scientific methods, technologies, and arts related to the teaching content), Curriculum content, Connections between related subjects,

Application of scientific concepts in daily life, and Professional competence in a global context while preserving national values and culture.

### **Educational Management Theory**

Educational management theory is an extension of management theory proposed by G.R. Terry. According to Terry (1968:4), management is an activity aimed at achieving predetermined goals by utilizing the efforts of others. Management is a process consisting of planning, organizing, actuating, and controlling actions to achieve a goal.

Siagian (in Tobrani, 2001:31) describes educational management theory, often referred to as the elements of educational management, as follows:

1. Planning: Involves various discussions about planning, from the simplest to the most complex.
2. Organizing: Refers to the grouping of necessary activities, including the establishment of organizational structure and the roles and functions of each educational unit.
3. Motivating: A management function that involves providing inspiration, encouragement, and drive to subordinates to perform activities as desired by superiors.
4. Controlling: Involves monitoring, evaluating, and correcting performance to ensure goals are achieved.

This theory essentially explains that the success of improving educational quality depends significantly on the fulfillment of all aspects of educational management. Therefore, educational policies must address all these areas to achieve their objectives. The logical consequence is that if even one aspect is not met, it will impact the other aspects. Consequently, this theory can be used to assess the effectiveness, challenges, and solutions in the provision of Hindu religious education, specifically in the context of teacher competency development activities at the Ministry of Religion Office in Denpasar.

## **C. RESEARCH METHODOLOGY**

### **Research Design**

This study employs a qualitative research method, as Moleong (2004) suggests that qualitative research is highly relevant for planning and determining all possibilities and resources needed in a qualitative study. By using a qualitative approach, this research provides a systematic, thorough, and accurate depiction of the implementation of programs and activities carried out by the Ministry of Religious Affairs Office in Denpasar to improve the competence of Hindu religious teachers in Denpasar City. The research design used is descriptive-analytical qualitative with a cross-sectional study design. Descriptive research is used to answer problems related to the existence of independent variables, whether one or more. Cross-sectional research is conducted at one point in time across various samples in a population, focusing more on meaning than generalization (Sugiyono, 2017:11).

This study is located in Denpasar City, specifically at the Ministry of Religious Affairs Office in Denpasar, Jalan Gatot Subroto VI/J No. 30, North Denpasar. This location was chosen because it manages the budget for Hindu religious education and training. The data used are primary data obtained from interviews with informants, as well as secondary data sourced from documents, manuscripts, monographs, tables, and other materials related to Hindu education and the competence of Hindu religious teachers. Data collection techniques in this study use purposive sampling with the following informants: Head of the Ministry of Religious Affairs Office in Denpasar, Head of the Hindu Education Section at the Ministry of Religious Affairs Office in Denpasar, Hindu Religious Supervisors, Hindu Religious Teachers at Elementary, Junior High, and Senior High/ Vocational Schools as key informants, and Event Committees, Elementary School Students, Junior High School Students, Senior High/ Vocational School Students, and Parents/Guardians as non-key informants. Data

sources in this study are collected using observation, interviews, and literature review techniques.

### **Data Analysis Techniques**

Data analysis is essentially performed continuously from the beginning to the end of the research. In analyzing data, various actions are employed, including intensive data exploration, categorization, and organization, all based on data obtained from the field (Moleong, 2004:44). Additionally, interpretation is conducted to provide meaning, explain patterns or categories, and identify characteristics of various concepts. In this study, data analysis is carried out through three interconnected stages: data reduction, data presentation, and drawing conclusions.

## **D. RESULT AND DISCUSSION (bold 12 pt)**

### **Effectiveness of Hindu Religious Teacher Competency Improvement Activities at the Ministry of Religious Affairs Office of Denpasar City**

Related to the service policies of the Hindu Religious Education Section at the Ministry of Religious Affairs Office in Denpasar City, this is an integral part of its duties and functions. Given that the tasks and functions of the Hindu Religious Education Section are directly linked to the existing structure, the services provided are closely associated with the responsibilities of each section. However, as a vertical institution, the Ministry of Religious Affairs Office in Denpasar only carries out service duties as outlined in the 2023 Budget Implementation Document (DIPA). It is assumed that the DIPA budget is insufficient to support all activities in the field of Hindu religious education, necessitating specific policies for its implementation. Therefore, this discussion will focus on the activities carried out, particularly in enhancing the competencies of Hindu religious teachers.

### **Implementation of Hindu Religious Teacher Competency Improvement Activities**

The implementation of Hindu religious teacher competency activities cannot be separated from management conducted by leadership and staff. Ricky W. Griffin defines management, administration, or oversight as a process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently. Effectiveness means that objectives are achieved as planned, while efficiency means that tasks are executed correctly, organized, and according to schedule. In other words, a manager's performance is measured by the effectiveness and efficiency of achieving organizational goals, not merely by reaching them (Mahmudi, 2005:35). Referring to the above management definition, the implementation of Hindu religious teacher competency improvement activities follows the POAC method (Planning, Organizing, Acting, Controlling) as follows:

- **Planning**

Planning is the process of determining the steps to be taken using available resources. It is done to set overall organizational goals and find the best ways to achieve them. Managers evaluate various plan options before making decisions and then assess whether the chosen plan is appropriate and effective for reaching the organization's goals.

- **Organizing**

Organizing aims to divide a large activity into smaller, manageable tasks. It facilitates managers in supervising and determining the individuals needed to carry out these divided tasks. In the organizing phase for improving teacher competency, the Head of the Section focuses on technical aspects as per the implementation results from the planning meetings. The formation of a Development Committee includes a person in charge, a committee chair, a secretary, and members. By establishing this committee, organizing personnel to carry out their tasks and functions becomes more manageable.

- **Actualization (Actuating)**

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Actualization involves leadership strategies as a management function that entails working with others. When managers motivate subordinates, help resolve team conflicts, influence individuals or teams during work, choose the most effective communication channels, or address any behavioral issues with employees, they are engaged in leadership (Othenk, 2008: 142).

The administrative requirements for the subsequent activities involve following the event rundown. The committee formed carries out its duties and functions during the event. The event begins with participant registration, including signing and filling out participant forms/data. Participants are then directed to their seats in the event room. Once all participants are present, the event proceeds with the opening ceremony, presentation of materials, and closing ceremony.

#### ● **Controlling and Evaluation**

Controlling is a management function that involves monitoring, comparing, and correcting performance to ensure that activities align with the planned standards and achieve the desired objectives. After the activities are completed, an evaluation will be conducted to assess the event's execution, the committee's performance, the speakers, and the materials presented. Effective control requires communication to avoid placing blame. The committee must be responsive to any issues that arise. As part of the control and evaluation process for the Hindu Religious Teacher Competency Improvement program, there are evaluation documents assessing the services, facilities, the committee, and the speakers.

#### **Challenges in Implementing Hindu Teacher Competency Improvement Activities**

Challenges in the Hindu Teacher Competency Improvement activities at the Office of the Ministry of Religious Affairs in Denpasar include both internal and external factors. Internal challenges involve the lack of essential components such as facilities, budget, and human resources needed to support these activities. External challenges include the dual oversight of Hindu educational staff by both the Ministry of Religious Affairs and the Ministry of Education, a lack of awareness among teachers about participating in activities, and the frequent changes in regulations related to Hindu education, including institutions, curriculum, and teaching staff.

#### **Efforts or Solutions to Address Challenges in Implementing Hindu Teacher Competency Improvement Activities**

##### ● **Optimization of DIPA Budget**

Budget optimization can be achieved through strategic planning in the preparation of the Budget Implementation List (DIPA). DIPA includes information such as functions, sub-functions, programs, outcomes, key performance indicators (KPIs), activities, activity performance indicators, outputs, types of expenditures, budget allocation, fund withdrawal plans, and monthly revenue estimates. DIPA, prepared by the Budget User/Authorized Budget User and approved by the Director General of Treasury or Head of the Regional Office of the Directorate General of Treasury, is valid for one fiscal year and serves as the basis for implementation, control, reporting, supervision, and government accounting. The ceiling in DIPA represents the maximum allowable expenditure that must be adhered to and accounted for. To optimize the budget at the Office of the Ministry of Religious Affairs in Denpasar, it is essential to follow the applicable budget preparation system. The office cannot simply claim a budget shortfall without clear technical guidelines. Achieving optimization requires adherence to regulations and alignment with the issues at hand, particularly related to valid Hindu education data, as DIPA must be data-driven.

##### ● **Leadership**

Leadership involves the ability of a leader to influence others. A leader must be able to approach and connect with both the minds and hearts of the people. Leadership in relation to

communication management is focused on enhancing the quality of communication. This effort addresses both internal and external challenges faced by the Ministry of Religious Affairs in Denpasar through the Hindu Religious Education Section, which actively seeks solutions to problems and obstacles encountered. Regular activities for improving the competency of Hindu religious teachers run smoothly due to ongoing, intensive communication. This enhances the quality of communication, positively impacting service delivery. Effective communication also involves inspiring and motivating those involved to improve Hindu religious education through competency development activities for Hindu teachers. Effective communication aims to increase the participation of educational staff and ensure that teachers remain motivated to provide quality education. Organizational management, especially leaders, must motivate and inspire educational staff. Additionally, leaders should leverage technology, such as smartphones, to quickly address challenges and foster creativity and innovation in improving education quality

## E. CONCLUSION

Effectiveness of Hindu Religious Teacher Competency Enhancement Activities at the Denpasar Ministry of Religious Affairs. The effectiveness of implementing Hindu religious teacher competency enhancement activities at the Denpasar Ministry of Religious Affairs is ensured through a structured process of planning, organizing, actuating, controlling, and evaluating. Despite this, both internal and external challenges persist. Internal challenges include insufficient facilities, budget, and human resources supporting these activities. External challenges involve the dual oversight by both the Ministry of Religious Affairs and the Ministry of Education and the lack of teacher participation in the activities. To address these challenges, the Denpasar Ministry of Religious Affairs is making efforts such as optimizing the implementation budget (DIPA) and enhancing communication with leaders, staff, and Hindu religious institutions. Additionally, there is cross-sector communication with the Ministry of Education, Youth, and Sports.

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