

DEVELOPMENT OF EDUCATION IN POST TSUNAMI ACEH

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Abstract: Discussing about the development of education in Aceh is not far from the aspect of Aceh's long history. The development of education in Aceh has run in some phases. Education is very broad but this paper focuses only on aspects of education development in Aceh post-tsunami. Discussions on the development of education in post-tsunami Aceh focus on two aspects, namely *formal* and *informal* education. Earthquake and tsunami hit Aceh on December 26, 2004 had extremely changed many aspects of life, including education aspects. The data from the Department of Education reports that 25,000 students and 2,248 teachers died and 2153 school buildings were destroyed or heavily damaged. As a result, Aceh education sectors were in severe condition. It is not exaggerated to say that education in Aceh was coming into "dark ages." After the earthquake and tsunami tragedy, a new Aceh history of education has emerged. Various aids given by countries and international, national, and local NGOs, both formal and informal education has been given opportunities to develop. Education development aimed at two aspects i.e. development of infrastructure and human resources. Changes in both aspects of development have resulted in better education atmospheres in Aceh.

Keywords: *post tsunami, education development*

A. Overview

Discussing about the development of education in Aceh, is inseparable from the history of Aceh's long journey. In this long period of time, education in Aceh has developed in such situations as political conflict, change, progress and set backs. Those are always coloring the development of education in Aceh which repeated time and time change from the past until now.

History of education in Aceh can be traced systematically through the stages and the periodization of the Acehnese history of education which in general divided into six periods:

1. Education in the empire period (1297-1910AD)
2. Education in the Dutch colonial period (1873-1942AD)
3. Education during the Japanese occupation (1942-1945AD)
4. Education in independence period (1945-1976AD)
5. Education in the time political conflict (1976-2004AD)
6. Education during the tsunami until now(2004-2012AD)

Observing the development of education in Aceh is very broad, it may not be reviewed thoroughly in this paper. On the basis of such consideration, this paper also does not discuss the development of education broadly that includes all six periodization of the development of education as mentioned above, but these study only focuses the discussion on aspects of educational development in Aceh after the tsunami until present.

Discussion about the development of education in post-tsunami Aceh focused on two aspects of education, namely formal education and informal education. Formal education is the whole aspect of education such as curricula, teaching process and national examination which is based on government regulation for all levels of education ranging from primary to college level. Informal education is primarily conducted by the educational bodies in society, such as traditional boarding schools (called Dayah in Aceh) and mosque education (called Meunasah in Aceh). The second aspect is the focus of this paper.

B. Tsunami and Education Infrastructures

Earthquake and tsunami waves that burst into Aceh on December 26, 2004 and is the all-powerful forces of nature (the power of nature), Allah the Most Magical Masterpieces and Mysteries. Powerful forces of nature are never fully revealed mysterious scientific research and knowledge of the history of

human civilization.¹ The catastrophe has destroyed many education facilities, the loss of human resources of education in line with the death of thousands of teachers, lecturers and other education leaders, the loss of hope and the breaking of the regeneration process of education with the death of thousands of students who are victims of the tsunami in this area.²

The condition of education in Aceh was also suffered. Based on the report of Ministry of Education Province Aceh, a total of 25 000 students died, 2,248 teachers were become victims, while the 2153 school buildings were destroyed or heavily damaged, and hundreds of others were slightly damaged.³ School buildings that had heavily damaged were 100 kinder gardens, 735 primary schools, 201 junior high schools, 109 senior high schools, 18 universities and 5 schools for disabilities.⁴

The data above proves that there are too many formal education infrastructure in Aceh, which suffered destruction and damage from the tsunami disaster. Meanwhile, there are also more than 300 facilities and informal education institutions, such as meunasah, mosques and Islamic boarding school Wet also destroyed and damaged. Base on this real condition, government policies of post-tsunami development in Aceh, especially in education sector, have to be focused on rebuilding infrastructures, both formal and informal education.

Furthermore, the tsunami not only destroyed the infrastructures of education, but also influenced in the quality of education in Aceh which has decreased rapidly, even worse than the conflict. It can be measured by number of students passed in the National Final Examination (UAN), held after the tsunami in June 2005. There were 43.2% or about 48.333 junior high students, MTsN (Islamic Middle School), SMU (High School), MAN (Islamic High School) and other school, do not pass the Final

¹Abdul Munir Mulkhan, The Power of Nature, Misteri 2005, *Kompas*, December, 30, 2005.

²Sekretariat Negara RI, *Rencana Induk Rehabilitasi dan Rekonstruksi Wilayah Aceh dan Nias, Sumatera Utara Buku Utama*, Jakarta, 2005, p. 4.

³Dinas Pendidikan Provinsi Aceh, *Data sekolah yang hancur akibat Tsunami*, Banda Aceh, 2005, p. 3-7.

⁴Sekretariat Negara RI, *Rencana induk Rehabilitasi dan rekonstruksi Wilayah Aceh dan Nias, Sumatera Utara Buku Utama*, Jakarta, 2005, p. 4.

Examination of the National Final. Based on data from the Ministry of Education Province Aceh, it was the lowest rate during the implementation of national examinations in recent years.⁵

The low quality of education is a result of both the destruction of various education infrastructures as described above and the instability of teaching-learning process. These circumstances interfere with the learning process in almost all areas of Aceh. In the early days of the tsunami, education is not a priority for the government and people. People were busy with helping tsunami survivors, searching for missing relatives, and caring of the needs of food and shelter for victims.

In the third month after the tsunami, the teaching-learning process, especially in areas that survived the tsunami began running normally. But in some tsunami areas, the learning process carried out in the refugee camps and barracks. During the evacuation, the learning process carried out in tents, on the ground and some were run in meunasah and mosques.⁶

Learning process in school tents was generally not running well. That is because the lack of educational facilities and inadequate infrastructures. In addition, students also could not follow the lessons well, because of school environment was uncomfortable, and most of students did not have educational tools such as uniform, books, and other school kits.

In short, the problems of infrastructures and poor quality of education are the issue and concern of the government in developing education after the tsunami in Aceh. It is therefore policies and objectives of education development programs implemented after the tsunami aim of these two aspects of the construction of infrastructure and the improvement of the quality aspects of the quality of education both in formal and informal education.

C. Development Strategies of Post Tsunami Education Programs

⁵Dinas Pendidikan Provinsi Aceh, *Data sekolah yang hancur akibat Tsunami*, Banda Aceh, 2005, p. 3-7.

⁶*Aceh Magazine*, *Cerita dari Sekolah Sementara*, Aceh Recovery Forum, Banda Aceh, Oktober 2007, p. 12-13.

Infacing the new life after the tsunami, beginning with the new spirit and history of Acehese society is marked by the peace agreement between GAM (Free Aceh Movement) and the central government through the signing of the MoU on August 15, 2005 in Helsinki, Sweden.⁷ It means that the political conflict has finished and it is the time to rebuild all the facilities and infrastructures in all aspects of life that has severely devastated, including in formal and informal education sectors.

In the effort to rebuild Aceh, the Indonesian government as issued Government Regulation(PP) No. 30 of 2005 challenged the Master Plan for Rehabilitation and Reconstruction of Aceh. Rehabilitation and reconstruction process was undertaken with the support and assistance from the international community, national and local levels. Various parties have helped to rebuild the education sector in Aceh after the tsunami can be seen in the following scheme:



Through the support of various parties, development of education after tsunami continue to be pursued from year to year. The progress made in education sector based on data from the

⁷*Aceh Magazine*, Pendidikan Aceh; Kondisi Sekarang, Aceh Recovery Forum, Banda Aceh, Oktober 2008, p. 44.

Agency for Rehabilitation and Reconstruction Agency (BRR) as follows:

First, until the September 2007, 1080 units of school buildings have been rebuilt, of the total number of destroyed and damaged schools 2135 units. It means that reconstruction of school buildings has reached 50.5%, or in other words has reached half of the total need, even though there is still a short age of school buildings as much as 1055 units.⁸ About the achievements of the school building can be seen in table 1 below:

Table1
Reconstruction and Rehabilitation of School Buildings

No.	Year	Number of Schools	Number of Schools Damaged	Target	Realitation
1	2004	4.698	2.135	-	-
2	2005	-	-	230	335
3	2006	-	-	1200	690
4	2007	-	-	705	55
	Total	4.698	2.135	2.135	1.080

Source :Report of BRR NAD-Nias 2007

According to data from the Ministry of Education Province Aceh, the reconstruction of school buildings are under going nearly all the territory of Aceh, and the most in seven districts/cities which suffered severe damage caused by the earthquake and tsunami. The seven districts/cities are Banda Aceh, Aceh Besar, Aceh Barat, Simeulue Island, Aceh Jaya, Nagan Raya, and Bireuen. Detailed picture of school reconstruction in Aceh after the tsunami can be seen in table 2 below:

Tabel 2
School Reconstruction in Post Tsunami Aceh

⁸Badan Rekonstruksi dan Rehabilitasi NAD-Nias, *Perkembangan Rekonstruksi dan Rehabilitasi Bidang Pendidikan di Aceh*, Banda Aceh, 2007, p. 35-37.

No	Site	School Buildings	Number of NGOs distributed Humanitarians Aids	Note
1	Banda Aceh	109	62	
2	Aceh Besar	174	38	
3	Pidie	48	13	
4	Bireuen	57	7	
5	Aceh Utara	1	1	
6	Lhokseumawe	6	3	
7	Aceh Timur	5	4	
8	Langsa	1	1	
9	Aceh Tamiang	3	1	
10	Aceh Tengah	6	1	
11	Bener Meriah	6	1	
12	Aceh Tenggara	7	1	
13	Gayo Lues	9	1	
14	Aceh Jaya	91	15	
15	Aceh barat	291	25	
16	Nagan Raya	57	7	
17	Simeulue	131	8	
18	Aceh Barat Daya	6	1	
19	Aceh Selatan	1	1	
20	Singkil	13	2	
21	Sabang	9	5	
	Jumlah	1.031		

Second, in order to fulfill limited number of human resources in education sectors one of the effort is to made many programs such as in training programs for teachers. As many as 2.248 people in the tsunami victims, BRR in cooperation with the Ministry of Education and other relevant agencies, have trained teachers. Until the end of 2008 teachers have been trained as many as 23.429 people. While the number of teachers in Aceh after the tsunami amounted to 58.118 people, it means that newly trained approximately 39% and there are 36.156 teachers have still not

received training yet.⁹ In addition to train teachers, there is also a scholarship program for students, supervising programs for students facing final exams and research and development in the field of education. Detailed programs can be seen in table 3.

Tabel 3
Developing Education Human Resources Program

No	Activities	Each	APBN	NON APBN/D	Total
1	Scholarship for students	Person	21.698	13.174	34.872
2	Teacher Training	Person	6.180	17.249	23.429
3	Reserch and Development	Unit	42	31	73
4	Student Traing to Follow the Final test (UAN)	Unit	55.400	0	55.400

Source: Report of BRR Aceh, 2008.

In addition, the quality of learning process is also need to improve. In this case, the Ministry of Education Aceh has performed a variety of policies and programs, for example teachers who do not have BA degree (S1) have to attend a university, have to hold teaching certificate, and have to involve in various training programs in order to improve their quality and professionalism.¹⁰

In addition to increase quality of teachers, improving the quality of education continues to be pursued through a variety of programs. The program improved the quality of education in Aceh after the tsunami, are to provide text books in school libraries, laboratory equipment, especially in vocational schools (SMK), and provide scholarships to children tsunami orphans.¹¹

⁹Badan Rekonstruksi dan Rehabilitasi NAD-Nias, *Perkembangan Rekonstruksi dan Rehabilitasi Pendidikan di Aceh*, Banda Aceh, 2007, p. 42.

¹⁰*Aceh Magazine*, Menggenjot Guru untuk Mutu, Aceh Recovery Forum, Banda Aceh, Oktober 2007, p. 19-20.

¹¹Anas M. Adam, *Kebijakan dan Program Peningkatan Mutu Pendidikan di Aceh*, Dinas Pendidikan Provinsi Aceh, 2007, p. 12.

After the tsunami in Aceh education development has been running in the proper direction of change which is better than ever before. Change and improve the quality of education in Aceh can be seen with the establishment of new schools based on national and international standard.¹² These schools can be traced in Table 4 below:

Tabel 4
National and International Standard Shcools in Aceh

N O	Name	Site	Developed by	Note
1	SMU Laboratorium School	Banda Aceh	United Statet Indonesian Society (USINDO), Yayasan Sampoerna dan Universiti Syaih Kuala	
2	Fatih Bilingual School	Banda Aceh	Yayasan Phasiad, Turki	
3	SMU Sukma	Lhokseuma we	Yayasan Sukma dan Media Group	

Source: The Ministry of Education Province Aceh, 2011

The presence of those schools are very helpful to accelerate the quality improvement of education in Aceh. Fatih Bilingual School was established in the last five years, have won many championships in international rankings. Among them, silver and bronze medals at the Olympiad of science and languages in Bosnia

¹²*Aceh Magazine*, Sekolah Rakyat Bermodel Barat, Aceh Recovery Forum, Banda Aceh, Oktober 2007, p. 22.

and Romania, and gold medal at the Olympiad of science in Turkey.¹³

Another program implemented by the government of Aceh in order to accelerate the improvement of the quality of human resources in education sector is providing of scholarships for students or lecturers to continue their studies in master and doctoral degree both in Indonesia and various countries around the world. Since the program was initiated in 2005 until 2011, it has reached 2114 people who continued their studies abroad. This detail can be seen in table 5.

Tabel 5
Table of Aceh Government Scholarship 2005-2011

NO	NEGARA	TAHUN																					JUMLAH PER NEGARA		
		2005			2006			2007			2008			2009			2010			2011					
		S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3			
1	Indonesia	1										462	4	22	135	64	4	117	2		121	48	9	989	
2	Malaysia	6	15	8	27	12	5		39	8	1	117	31			1		15	10	7	39	54		395	
3	Singapore											1								2				3	
4	Thailand											1			1			8	2			15	3	30	
5	Taiwan							2	7	3	2	6	1		22	5		31	2	1	37	2		121	
6	Jepang											1												1	
7	China														2	1								3	
8	Australia											35	16	2	47	10		30			33	5		178	
9	Jerman											1	1		30	8		28	7		9	5		89	
10	Turki												2		3	3								8	
11	Rusia							2														1		3	
12	Inggris								1		1	7			1				1		1	4		16	
13	Perancis															1			1					2	
14	Belanda								1			1			1	1						2		6	
15	India																						1	1	
16	Tunisia											1	1		6			17			2			27	
17	Sudan		1			4						2	2		20	2					10	3		44	
18	Maroko		3	2								1		2				8				1		17	
19	Yaman										1				10									11	
20	Liga Arab								1			2						2			1			6	
21	Mesir								1			22	8		19	10		40	10		20	4		134	
22	Suriyah																	2						2	
23	Amerika											4	2			4			2	1	7	5		25	
24	Italia																	1					2	3	
JUMLAH		7	19	10	27	16	5	2	52	11	490	193	78	159	217	37	117	184	37	130	225	98			
JUMLAH PER TAHUN		36			48			65			761			413			338			453					2114
JUMLAH TOTAL SAMPAI DENGAN TAHUN 2011																									

Source: The Scholarship Committee Province Aceh, 2011

¹³ *Aceh Magazine*, Sekolah Bertaraf International Pertama yang Hadir di Aceh, Recovery Forum, Banda Aceh, Oktober 2007, p. 25.

D. Development of Post-Tsunami Informal Education

Progress in education sector in post tsunami Aceh are not only for formal education, but the same advances also occurred in informal education, especially in boarding institutions. Observing the development and advancement of educational institutions in post-conflict and tsunami is being made in line with policies and regulations executed by the Government of Aceh to the Dayah. Policies and regulations are adopted as the implementation of Law No. 11 of 2006, considering the Aceh Government is responsible for development and progress of boarding institutions.

Government involvement in the development of educational institutions has been undergone based on two reasons: first, in general, almost all traditional Islamic boarding schools in Aceh need more concern in dealing with infrastructures, institutional management, curriculum, instructional media, and the quality of human resources. Therefore there should be serious efforts to handle with, reconstruct and develop the Dayahs to be more advanced and competitive in the future. Second, The Province of Aceh which has been designated as a special autonomous region by the Government of Indonesia since 2001, has a huge budget for development. This opportunity must be utilized by the Government of Aceh to build, develop and empower institutions Dayah towards a better, developed and sustained.

Based on the second reason, the Government of Aceh has taken strategic steps to intervene to establish the Dayah. In the nine-year period (2001-2009), since enactment of Islamic law in Aceh until 2007, it was marked by the establishment of the Agency of Dayah Education Development (BPPD). The agency established in order to implement Qanun No. 5 of 2007 proves that the Government has been seriously thinking about and taking care of boarding institutions systematically and consistently.

The policies and involvement of the Aceh Government, has given a large space to increase cost of building reconstruction as well as management operation in line with the growing number of Islamic boarding school budget allocations provided by the Aceh Government. In 2008 the budget allocation in the Development

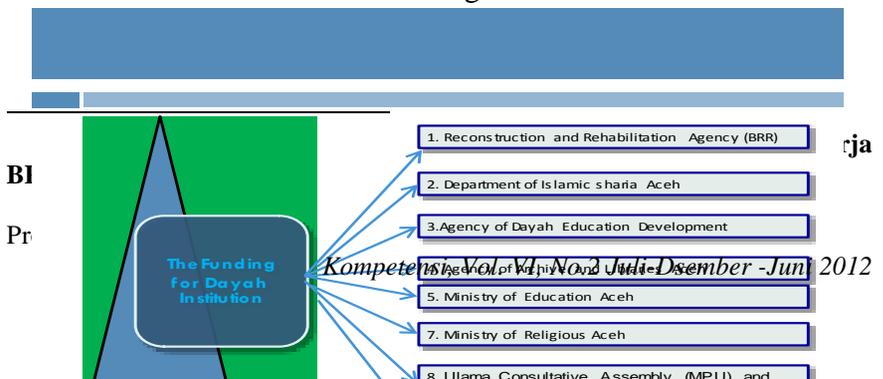
Budget Expenditure Aceh (APBA) amounted to Rp.173 billion, and in 2009 amounting to Rp. 200 billion.¹⁴

The growth of The Dayahs development after the intervention of the Aceh Government appears to increase in recent years, in terms of the progress of existing Dayah institutions, as well as of the increasing number of the Dayahs. Based on data from the Agency of Dayah Education Development in Aceh there are 808 Dayah spread across 23 districts/cities, while the number of Dayah students throughout the province amounted to 125.495 people. This number is estimated to be increased in the last four years.¹⁵

The Aceh Government has formulated policies and implementing programs relating to the construction and development of the Dayahs. These efforts is an evidence of intervention and the active role of government in advancing the Dayah institution. The intervention is basically to play role of and to realize the function of government in regional development. This is consistent with the assertion of Act No. 11 of 2006 on the Government of Aceh. In Article 218 paragraph 1, stated:

"The Aceh Provincial and District/City Government set policies regarding the implementation of formal education, The Dayah education, and other informal education through the establishment of a core curriculum and quality standards for all types and levels of education in accordance with regulation".

Based on the legal basis, the Government of Aceh has been compiled and set various policies, development programs, and the development of Dayah. Technically, policies and programs implemented by various departments and stakeholders are directly or indirectly responsible for the progress of Dayah institutions. These stakeholders can be seen in figure 1.



Government policies relating to the construction and development of Dayahs have in general resulted in changes and progress of the Dayah in Aceh. This is today's reality where many Dayah in Aceh has undergone changes and developments that are better than ever before. Changes in detail can be seen from three aspects, namely: 1) The Dayah infrastructures, 2) curriculum and teaching media, and 3) Quality of education of Dayah teachers and students, and 4. Dayah networks.

Recently, almost all the Dayahs in Aceh has received funds to built facilities related to the basic needs of the Dayahs. Almost all of today's Dayah has adequate facilities, such as mosques/musalla, administrative offices, classrooms, dormitories, libraries, places for ablution, bathroom, toilet, and others. All the facilities have good quality, where the buildings are constructed with concrete construction and far from being seedy and backwardness.

Curriculum and teaching media are two aspects that are also experiencing a change after the issuing of government policies toward Dayah. It is not a rapid change, but through the long process. In more than nine years, the design of curriculum development of Dayah has been constantly done by the government through various programs related to aspects of curriculum development and learning in the Dayahs.

Initially many obstacles have to be faced regarding to efforts to improve Dayah curriculum. The problem that occurs where the Dayah communities themself have an attitude and view that Dayah is a religious education institution, where its focuses only aspect of Islamic knowledge. It is therefore curriculum applied

are only related to religious matters ie. Arabic language grammar, Quran, hadith, Quranic Interpretation, Islamic Law, Islamic Theology, Islamic ethics, moral, and other fields of study related to religious aspects.

Along with the progress and changes in prevailing in modern society in the era of globalization, views and thoughts among the Islamic boarding school are also gradually changing. Advancement of science and technology today have no longer seen as something that is forbidden to study, on the contrary they realize that science and technology is very useful to mankind. Changing process of this attitude lead them to accept the government's efforts to make the development of Dayah curriculum. There are two objectives to be achieved by the government in supervising and developing Dayah curriculum, namely: 1) to standardize curriculum recognized by the government, and 2) to design and develop the Dayah curriculum by adding some general lessons and skills.

In addition to aspects of the curriculum, government policies have changed and provide a positive influence on the Dayah teaching media. The greatest influences have seen in two things: first, availability of learning tools that are directly used in the educational process such as blackboards, chalk, erasers, and so forth. Second, availability of learning media such as: books, libraries and computer laboratory that provide convenience to the students in carrying out learning activities.

Another aspect that can not be denied is the influence of government policy toward improvement of Dayah Human Resources, both at the leadership level, teachers and Dayah students. In one hand, they have deep understanding of religious knowledge, but on the other hand they do not have adequate skill in the modern science and technology. In addition, on the pre-implementation of Islamic law in Aceh, the government was lack of attention in the construction and development of Dayahs.

Improving Human Resources of Dayah, the various government agencies such as the Agency of Dayah Education Development, the Ministry of Education, BRR, the Ministry of Religious Affairs and others have been carrying out seminars, workshops, training, further education (SPU) for Dayah management. These activities have a positive effect on changing

patterns of thought and intellectual treasures of the Dayah teachers and students. They begin to think critically, rationally, and slowly to leave the dogmatic tradition and to be able to accept the opinions and thoughts of others.

Improving capacity building of Dayah teachers and students have been also taken place in the field of research and writing scientific papers. This kind of knowledge is a new experience for them, because prior to the intervention of the government, it has almost never been taught in the Dayahs. Through these programs, especially the SPU program that has been implemented by the BRR in cooperation with Center For Education and Development Studies (PKPM) Aceh,¹⁶ has implications and positive influences on increasing the research and writing skill among the Dayah teachers and students.

This influence can be seen from several books written by the scholars, teachers and students of Dayah as has been described in the section above. Besides writing books, The Teachers in Dayahs (Teungku) and their students (Santri) have also written numerous articles published in various printed media and newspapers in Aceh. This is a important change as well as the achievements of Dayah institution. This situation is encouraging and inspiring to revive writing tradition and culture in Dayah institutions.

In general, the Dayah could receive the intervention and the policy pursued by the government in an effort to increase their capacity building as long as those policies do not change Dayah environment especially their traditional education systems (Dayah Salafi). The Dayah has always opened and accepted government policies and interventions while those contribute for the good and develop the Dayah institution.

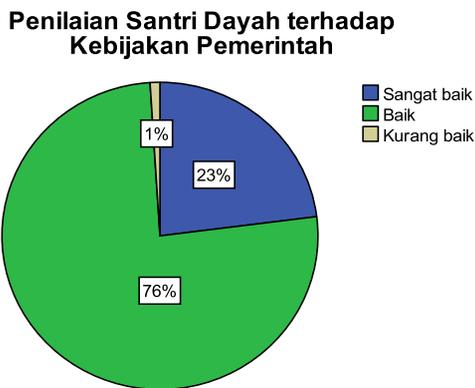
Tgk. H. Bardan Ibrahim (Chairman Dayah Malikussaleh, Pantan Labu) argues that:

"The existence of the Body of Dayah Education Development in Aceh has thankful for, because there has been an institution established by the government

¹⁶PKPM (Pusat Kajian Pendidikan dan Masyarakat/Center for Education and Development Studies) Aceh is one of the NGO focused its activities in research, training and Community Development.

thinking about the progress of the Dayah. The Dayah has never really taken care of by the government. So with the establishment of this Body is expected to actually be something working for Dayah development as well as channeling to accommodate all aspirations of Dayah communities."¹⁷

The Dayah students also have their own views on the government policies by relating to the construction and development of Islamic boarding school. This can be seen from the responses and perceptions of Dayah students shown in Graph 2 below:



Graph 2 above related to government policies towards Dayah, states that 76% of Dayah students assess very well-run, 23% good-sighted, and 1% who rate poorly. On the other hand they also respond positively to government policies establishing the Agency of Dayah Education

Development. Various reasons they put forward as the basis of their acceptance of this Body. They has argued that Dayah have a legitimate place in this Agency, so that Dayah development is expected to be more focused, and the development cost budget will be definitely more planned, and every problem in the Dayah will be resolved quickly.

¹⁷Interview with Tgk. H. Ibrahim Bardan, Chairman of Dayah Malikussaleh, Pantou Labu, North Aceh, October 28, 2011.

D. Conclusion

During post-tsunami, Aceh Government with the support of the central government and assistances from the international community have taken place policies and programs in order to accelerate development in all sectors, including in education. Development in education sector is focused in two aspects: formal and informal education. Systematically development policies and programs implemented by the government of Aceh on the second aspect of education are focused on the reconstruction of infrastructures and development of human resources.

In the first year post-tsunami reconstruction, development in education sectors is more directed at reconstructing hundreds of schools (kindergarten, elementary, junior high school) and universities and renovating the thousands of schools and colleges that were severely and slightly damaged. Infrastructures sector development has continued from year to year since the emergency response until now.

Other sectors that are also important in the development of formal education in Aceh is the development and improvement of human resource in the Dayah. This has to be taken into account considering the number of teachers, faculty, parents, students and education leaders who were victims of tsunami. Based on this condition, the Government of Aceh formulated various policies and breakthroughs in order to improve the quality of education and human resources in Aceh. The programs implemented in the form of training and continuing education for teachers, recruiting new teachers, and distributing teachers to the tsunami regions, providing student scholarships for tsunami victims, and providing thousands of scholarships for further education master's and doctoral levels in Indonesia and abroad.

Meanwhile, the same condition had also happened in informal education sector. On the basis of responsibility in development, the Government of Aceh has played an active role and conduct of policies relating to the development of informal education, especially the Islamic boarding school education

(Dayah). Government policies are focused on two aspects, namely the construction of infrastructure and human resource development of dayah. Implementation of the program is generally carried out by various agencies, such as Department of the Islamic Sharia, the Agency of Dayah Education Development, the Ministry of Education, the National Archives and Library, the Ministry of Religious Affairs, Aceh Reconstruction and Rehabilitation Agency for Aceh-Nias, Ulama Consultative Assembly (MPU), the Council of Regional Education (MPD), and the Special Bureau of Aceh.

The government policies have brought a great influence on and significant increase in Dayah infrastructures and improved the quality of human resources in Dayah. The positive impact can be viewed from several aspects, namely development of Dayah infrastructures, curriculum and teaching media, human resources quality, as well as broad network amongst Dayah.

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