Research article

Transformation of the Transdisciplinary Vision in Education and Learning Practices in Islamic Higher Education

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Abstract.

The purpose of this article was to describe how IAIN Kendari has transformed a transdisciplinary vision into learning practices. There were three main topics discussed: 1) how to design a transdisciplinary curriculum; 2) how to assess lecturers' readiness to implement learning using a transdisciplinary approach; and 3) how to prepare the learning environment. The three problems were explored at the Faculty of Tarbiyah and the IAIN Kendari Teacher Training Center with qualitative research using descriptive methods. The findings were as follows: the applied curriculum was an old one that was not designed in a transdisciplinary fashion. Bureaucratic issues contributed to the slow pace of curriculum changes. Second, lecturers' teaching methods in general have not yet resulted in transdisciplinarity; the learning perspective is still sectoral. Third, a learning environment that promotes a transdisciplinary mindset has yet to emerge. The study program's atmosphere, class management, student management, infrastructure and education personnel have not demonstrated readiness for a transdisciplinary vision in the realm of education and learning.

Keywords: transformation, transdisciplinary, learning practice, higher education

1. Introduction

Education and Learning is the core of the first business in the tridharma of higher education, the other is research and community service. This means that learning is the identity of higher education, which does not only include knowledge transfer, more than that it is a transfer of values and learning experiences [1]. The main tool that must be prepared in the context of successful learning is the curriculum, which is simply defined as a set of educational programs that are planned and carried out to achieve goals [2]. The curriculum has several functions, namely: adjustment function, integration function, differentiation function, preparation function, selection function, and diagnostic function.

Besides that, the curriculum also has a conservative role, a critical or evaluative role, and a creative role [3].

In the overall management of higher education, the curriculum is implemented and developed according to the college's long-term plan, which is stated in the strategic plan. Therefore, a curriculum developed based on the direction of higher education development will have its own uniqueness and become a distinction to other universities [4]. If it is conceptually final, then the next step is to ensure the readiness of lecturers as the spearhead of curriculum implementation [5]. Next is the preparation of a learning environment in accordance with the university's vision. In this context it also concerns policies, facilities, to the technical arrangement of lectures in the classroom and outside the classroom [6].

Therefore, it is important to emphasize that learning practice is a component in the higher education system, so that it cannot run partially. In this context, it is interesting to see the dynamics of the long-term development of the institution at IAIN Kendari, which carries the vision of "becoming a center for transdisciplinary studies in Asia by 2045" [7]. This big dream is intertwined with more vigorous efforts to transform the institution (status transfer) into a university. In the curriculum aspect, IAIN Kendari is trying to introduce and try to apply the KKNI-based curriculum (the Indonesian National Qualification Framework) which is a framework for ranking the qualifications of Indonesian human resources. This framework juxtaposes, equals and integrates the education sector, training sector and work experience into employability schemes adapted to the structure of various jobs [8]. Optimism to achieve the above vision is strong, with increasing public trust in this institution, as evidenced by the increase in the number of students every year. Educational facilities and infrastructure have also gradually increased in quantity and quality. In addition, the image of IAIN Kendari continues to improve at the PTKIN level as evidenced by the webometric ranking (in the top ten).

The problem is how to explain these facts as part of the process of achieving the vision of "becoming the center of transdisciplinary studies in Asia by 2045"? This article will describe the readiness of IAIN Kendari in transforming its vision into its first core business, namely education and learning. There are three aspects that this study explores, namely: transdisciplinary curriculum design, readiness of lecturers to carry out learning with a transdisciplinary approach, and a learning environment that is relevant to the transdisciplinary spirit.

2. Research Method

This research was conducted at the Faculty of Tarbiyah and Teacher Training, IAIN Kendari, which used a qualitative approach with a narrative method [9]. Therefore, the research data is presented in the form of stories about social situations, which are related to learning practices in the faculty. The main informants of this research are lecturers, while supporting informants are students and faculty staff. Data collection was carried out through the process of interviewing, observing participation, and studying documents [10]. The data collected was analyzed at stages, starting from data collection, data reduction, data presentation, and drawing conclusions. The data analysis process can be seen in the following figure.
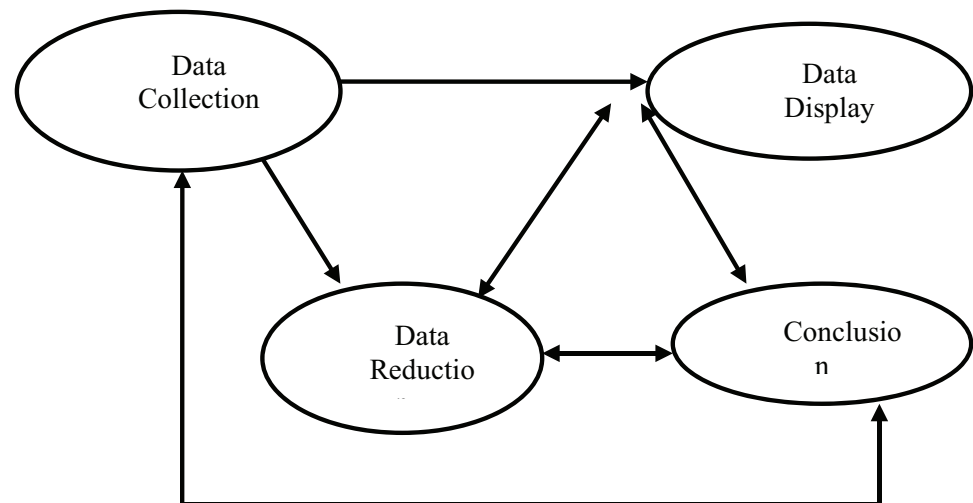

Figure 1: Research data analysis process [11].

3. Results and Discussion

3.1. Curriculum Design

The curriculum applied is still the old curriculum, it does not yet appear as a transdisciplinary design. As a result, the planning tools and learning programs still follow the previous curriculum design. For example, the semester learning plan (RPS) document prepared by lecturers has not clearly demonstrated a transdisciplinary orientation. Although the transdisciplinary vision has often been heard and spoken of among lecturers, it has not yet been able to be continued into a learning practice.

Systematic efforts to evaluate the curriculum have not yet been implemented. In this context, it seems that universities experience ambiguity in designing a transdisciplinary

curriculum or curriculum for the need for status change (to become a university). So, the focus on grounding a curriculum that is in line with the vision of higher education is not yet clear. In addition, an interesting event was the effort to introduce and implement the KKNI (Indonesian National Qualification Framework) -based curriculum. The point of contact of these three facts, related to the vision of IAIN Kendari "to become a center for transdisciplinary studies in Asia by 2045" has not been clearly explained.

Formally, routine curriculum evaluation has become an agenda at the faculty and study program levels. However, curriculum evaluation does not change substantially and touches the issue of the overall development direction of IAIN Kendari. It seems that curriculum evaluation activities are only a routine which takes place sectorally and partially. This also concerns bureaucratic problems, weak aspects of direction at the leadership level, which causes slow curriculum changes.

Curriculum design in an educational institution can be said to be a process of ascending knowledge, a phase of finding higher knowledge. Complex knowledge is needed, be it history, science, and technology design [12]. This indicates an effort to make continuous improvements, which is an indicator of quality commitment [13]. For this reason, an in-depth introduction to internal and external conditions is required, through a SWOT analyst or a balanced scorecard [14]. Thus, curriculum design is a strategic factor in achieving educational goals.

Evaluation of the curriculum is a process of reflection on the curriculum that has been implemented in a certain period. This can reflect institutional accountability, professional development, and education improvement. Evaluation can be carried out by involving outsiders such as experts in the field of curriculum, as well as involving insiders such as lecturers and education staff, or a combination of both. Evaluation results need to be reported in writing to the leadership of the institution to become learning materials for all [15]. Procedural principles that are important to consider in curriculum evaluation are independence, no interest, negotiated access, negotiation of boundaries, negotiation of accounts, publication, confidentiality, and accountability [16].

3.2. Lecturer Readiness in Implementing Transdisciplinary Learning

Although IAIN Kendari's vision to "become the center of transdisciplinary studies in Asia by 2045" had been echoed several years earlier, it seems that for lecturers, transdisciplinary issues are still limited to terms and slogans. In the aspect of understanding, the lecturers did not yet have an appropriate understanding and understanding of the

vision. It seems that the socialization of the transdisciplinary vision carried out by IAIN Kendari has not been carried out systematically, organized and massively. So mentally, the lecturers show low readiness to accept the transdisciplinary vision.

A further consequence for the lecturers is the practice of learning that has not yet led to transdisciplinarity, the perspective on learning is still sectoral. Strengthening competencies that support transdisciplinary learning practices has not been carried out. Thus, readiness in the competency aspect is still low.

The process of adapting higher education to environmental changes requires the readiness of the lecturers. The experience of various universities in several countries, for example in the adoption of entrepreneurship education, demands high readiness for lecturers. At the same time, curriculum variables, co-curriculum, supporting resources, and campus conditions are also prepared [17]. Another experience is the readiness of lecturers at the Teacher Education Institute, Technical Education Campus (IPGKPT), Malaysia, showing readiness at a moderate level in facing the industrial revolution 4.0. So it is suggested to initiate programs and activities related to the Industrial Revolution 4.0 to increase the understanding of lecturers [18].

Attitudes need to be built for lecturers, related to the vision of higher education, which includes aspects of awareness, feelings, and behavior [19]. Preparing the attitude of lecturers regarding the new orientation of higher education has become a concern in other countries such as Malaysia, for example at the polytechnic in Johor State. Research shows that the readiness of the lecturers' attitudes in facing the Industrial Revolution 4.0 is at a moderate level. In addition, gender differences also show quite significant differences in attitude readiness [20].

3.3. Preparation of the Learning Environment

A learning environment that supports a transdisciplinary vision is yet to be seen. The atmosphere of the study program has not been designed to welcome the realization of a study program with a transdisciplinary perspective. When entering the study program rooms, the transdisciplinary nuance is not yet felt, for example in slogans and slogans. Likewise, at the direction of writing student scientific papers, it is still not moving from the previous practice.

In the aspect of classroom management, the transdisciplinary vision is not well connected, the nuance is still like an ordinary classroom, without being uniquely. Efforts to move classes, for example through moving learning spaces to outdoor ones, even those that are online (daring) have not seen a connection with a transdisciplinary vision.

Student management at the faculty level (which is the focus of this study), has not yet led to a transdisciplinary vision. The institutions for developing student talents at the faculty level have not run in a design that is in accordance with the big vision of IAIN Kendari. The sectoral perspective is still maintained, due to the sectoral model of student development.

Infrastructure facilities for learning activities have been relatively fulfilled, but have not been organized into supporting tools for achieving the transdisciplinary vision. In this context, educational staff have not connected their understanding and competence with a transdisciplinary vision. In other words, educational staff still have readiness in the aspect of transdisciplinary competence.

The learning environment covers a fairly broad domain, including the school environment, family environment, and community environment [21]. Preparing a learning environment in higher education is important because it has a significant effect on student achievement [22]. The embodiment of the university's vision in the aspects of education and learning can be seen in student achievement. The big task that must be done is to build awareness that the vision of higher education is a shared vision [23], not just the vision of a particular group. The development of a shared vision indicates that the university is in the process of becoming a learning organization [24].

The impact of the learning organization on students is the birth of self-efficacy, namely the belief or confidence of a person regarding the ability to organize, carry out a task, achieve goals, produce something, and take actions to obtain certain skills. Self-efficacy has a strong relationship with academic adjustment and student achievement [25]. If this scenario can be done consistently, learning achievement can be connected to the organization's vision.

Presenting a learning environment in society requires a helping hand from higher education in the form of community service, which is one indicator of the implementation of higher education social responsibility [26]. This is necessary to maintain the stability of the learning environment that has been built in schools or colleges, where both must go hand in hand in coaching students [27].

Innovations in the learning environment experience developments, for example efforts to create an inclusive learning environment by turning the class over. It is an instructional strategy and a mixed type of learning that focuses on student engagement and active learning. This method provides a better opportunity for instructors to face various facts of students such as student difficulties and learning preferences. In reverse classrooms, there is a transfer of activities, such as traditional homework, into the classroom. In reverse classrooms, students watch online, collaborate on online

discussions, or conduct research at home while engaging in class concepts through mentorship [28]. This reverse class can be considered as a continuation of the use of software as a learning environment [29], and a virtual learning environment [30].

Conclusion

Learning practices cannot take place partially, or be considered running in an empty space. More than that, the practice of learning must be connected to the superstructure, namely the organizational governance that supports it. Therefore, the learning carried out by the lecturers should always be connected with a common vision, or direction for the development of the institution. The experience shown by IAIN Kendari, with a big vision of "becoming a center for transdisciplinary studies in Asia by 2045", is associated with the transformation of this vision in the realm of learning, showing low readiness in three aspects, namely: curriculum design, lecturer readiness, preparation of the learning environment. It takes serious, systematic, and organized efforts to achieve the university's vision, especially in the context of learning as a core business. This article suggests the need for further studies on leadership in the transformation process of higher education visions.

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