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### INTEGRATED LEARNING AT ISLAMIC HIGHER EDUCATION INSTITUTIONS: THE VIEWS OF EDUCATIONAL LEADERS AT UNIVERSITAS ISLAM NEGERI AR-RANIRY Banda Aceh


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# INTEGRATED LEARNING AT ISLAMIC HIGHER EDUCATION INSTITUTIONS: THE VIEWS OF EDUCATIONAL LEADERS AT UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

## ABSTRACT

The approach of integration and interconnection between various disciplines of knowledge developed in Islamic universities in Indonesia, including Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh has not been fully achieved. This study aims to analyze the factors that cause the non-realization of integrated learning at the university level. In-depth exploration related to policies and analysis of the obstacles faced by lecturers in implementing the integrated learning was conducted. Using a qualitative method case study design, the current study uses analytical methods while maintaining the data validity of analysis based on the research credibility, transferability, and dependability. A total of nine respondents, which consist of four university leaders as policymakers and five lecturers who are teaching in general programs were interviewed. The findings revealed that the integrated learning at UIN Ar-Raniry has not been maximally implemented due to the weak educational policies of the institution and lack of lecturers' capacity in the implementation of integrated learning. Hence, this study proposes an Integrated Knowledge-Based Lecturer Development model as an alternative approach in improving the ability of lecturers in implementing the integrated learning at UIN Ar-Raniry Banda Aceh.

**Keywords:** *integrated learning; educational policy; lecturer's capacity; integrated knowledge-based lecturer development model; Islamic university; UIN Ar-Raniry*

## 1. INTRODUCTION

The transformation from State Islamic Religious Institute (*Institut Agama Islam Negeri* – IAIN) to State Islamic University (*Universitas Islam Negeri* – UIN) is a historical point that should not be missed in the long history of State Islamic Religious Higher Education (*Pendidikan Tinggi Keagamaan Islam Negeri* – PTKIN) in Indonesia (Safrul Muluk, 2018). Amid the various problems of education in Indonesia, ranging from subsidies from the government to the low quality of education (Susilo, 2018), the transformation has given birth to new hopes in the context of Islamic Religious Higher Education in Indonesia (Safriadi et al., 2020; Safriadi, Siti Patimah & Ahmad Faizuddin, 2020).

The essence of the change from IAIN to UIN is a transformation in the academic-scientific dimension, not just a physical change of the building. The change is not just the opening of faculties and general majors. But the fact of the matter is that there must be a significant change in the epistemology of sciences (Sa'adi, 2011). It can be said that the change is the momentum to repair and heal the 'dichotomous wounds' of general sciences and religious sciences that have been going on for so long (Abdullah, 2017).

The approach of integration and interconnectivity between various disciplines developed in Islamic universities in Indonesia, including UIN Ar-Raniry Banda Aceh, is