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# KEPENDIDIKAN ISLAM

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**FUNGSI TARBIYAH DAN KEGURUAN  
DALAM PENGEMBANGAN TRADISI TAKLIM**

*Abdul Munir Mulkhan*

**KUNTOWIJOYO DAN PEMIKIRANNYA  
TENTANG REAKTUALISASI KEPENDIDIKAN ISLAM**

*Juwariyah*

**REKONSTRUKSI FILSAFAT PENDIDIKAN ISLAM**

*Suyadi*

**JURUSAN KEPENDIDIKAN ISLAM  
FAKULTAS TARBIYAH UIN SUNAN KALIJAGA YOGYAKARTA**



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# THE FACULTY OF EDUCATION AND TEACHING, SUNAN KALIJAGA STATE ISLAMIC UNIVERSITY: PROPOSING THE FIRST-ORDER CHANGE AND THE SECOND-ORDER CHANGE

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## **Abstrak**

Artikel ini berusaha melihat kemungkinan perubahan pada Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta dengan pendekatan *the first- and second-order change*, sebuah pendekatan yang berusaha melihat kemungkinan perubahan dalam institusi secara logis dan komprehensif. *The first order change* menekankan perubahan dalam sistem yang sudah ada sedangkan *the second order change* adalah perubahan yang dramatis dan fundamental dengan mentransformasikan sistem yang sudah ada. Artikel ini menganalisis perubahan ini dari dua belas aspek yang ditekankan universitas dalam program pengembangannya sejak konversinya dari IAIN menjadi UIN, di mana ada beberapa aspek di antaranya yang dapat dipertimbangkan untuk perubahan dengan penerapan *the first- and second-order change*. Untuk *the first order change*, perubahan itu dapat dilakukan pada bidang akademik, penelitian, dan kepegawaian. Untuk *the second order change*, perubahan itu dapat terjadi pada dua aspek yaitu organisasi institusi dan akademik.

**Kata Kunci:** *the first and second order change*, sistem, transformasi, akademik



## Abstract

The article highlights the possibility to change at the Faculty of Education and Teaching Sciences, SunanKalijaga State Islamic University, Yogyakarta, by using the first- and second-order change. The approach implies transformation in any aspect in an institution logically. The first order change emphasizes the change in a given and existing system. As for the second order change, it deals with the change dramatically and fundamentally by transforming the existing system. The article analyzes the change from twelve aspects focused on by the university in its development program in general since its conversion from the institute (IAIN) into the university (UIN). It concludes that for the first order change, the change can be done at least in three aspects: academic, research, and staff. For the second order change, it can be conducted in a couple aspects: institutional organization and academic.

**Keywords:** the first and second order change, system, transformation, academic

## A. Introduction

SUNAN Kalijaga State Islamic University is the oldest public Islamic higher education institution in Indonesia. It established on July 8, 1945 under the name Sekolah Tinggi Islam (STI/Islamic College). Then, it transformed into the Universitas Islam Indonesia (UII/Indonesian Islamic University) on March 10, 1948. It had four faculties: Islamic Studies, Law, Economy, and Education. The Faculty of Islamic Studies then transformed into Perguruan Tinggi Agama Islam Negeri (PTAIN/State Islamic Institution of Higher Education) on September 26, 1951. The government in turn took over its management from the UII. The PTAIN had four programs of study: Dakwah (Islamic communication), Qadha/ Shariah (Islamic law), and Tarbiyah (Islamic education). After that, it again transformed into the Institut Agama Islam Negeri (IAIN/State Institute for Islamic Studies) on August 24, 1960. Since registrants increased over time, IAIN then developed and released some other IAINs in some other cities. To distinguish this first IAIN from other IAINs, since July 1, 1965, the university has been labeled "SunanKalijaga" into the "IAIN SunanKalijaga". SunanKalijaga was a religious leader who disseminated Islam in the archipelago hundreds years ago. The last transformation

from the IAIN SunanKalijaga into the Universitas Islam Negeri (UIN/State Islamic University of) SunanKalijaga took place in 2004. It implies a change from an institute offering only Islamic disciplines into a university offering many disciplines like other universities generally.<sup>1</sup>

The idea of the last transformation initially was a controversial issue among professors at the institution. Those who disagreed with the idea argued that the transformation would cause the loss of the role of religious studies as the main studies at the institution because they would be replaced by new programs which were in fact more desirable by students.<sup>2</sup> Otherwise, they who agreed with the idea argued that the transformation should be done if the institution was really directed to develop sciences in general as done by Muslim scientists in the medieval age. In fact, the willingness to transform the institution was eventually much stronger and more reasonable than the rejection on the basis that the transformation aimed to follow the development of intellectual discourses generally and to show that Islam includes all disciplines, not only religious studies. The transformation has urged the university leaders to develop and restructure at least: academic, finance, student service, organization, community service, management, and information technology.<sup>3</sup>

Therefore, the Faculty of Education is one of the oldest faculties at SunanKalijaga State Islamic University and even in Indonesian public higher education generally. It has existed since the beginning of history of higher education in the country. However, the old age does not guarantee any contribution made. In fact, there has no a lot of significant changes, and then contributions, made so far if the faculty is compared to other faculties. The existing changes are only related to the changes made in the level of university, not based on the willingness of leaders of the faculty. The paper therefore aims to propose a thought on change at the faculty by using the concept of the first-order change and the second-order change.<sup>4</sup>

<sup>1</sup> For the history of UIN SunanKalijaga, see further PKSI UIN SunanKalijaga, Sekilas UIN SunanKalijaga, 2010. Retrieved from <http://www.uin-suka.ac.id/a/universitas-1-sekilas-uin-sunan-kalijaga.html>,  
<sup>2</sup> Baidowi&Wahyudi, *Konversi IAIN ke UIN SunanKalijagudalamRekaman Media Massa*, Yogyakarta: Suka Press, 2005, p. 17.  
<sup>3</sup> See further "ProyekPembangunan IAIN SunanKalijaga. Bab IV - Program-program PengembanganPeriode 2001-2005", Yogyakarta: UIN SunanKalijaga, 2007. Retrieved from [http://www.uin-suka.info/projectportal/index.php?option=com\\_content&task=view&id=96&Itemid=55](http://www.uin-suka.info/projectportal/index.php?option=com_content&task=view&id=96&Itemid=55).

<sup>4</sup> See Lorenzi, N. M., and Riley, R. T., "Managing Change: An Overview", *Journal of American Medical Informatics Association*, 7(2), 2000.



## B. The Faculty of Education and Teaching Sciences, Sunan Kalijaga State Islamic University

The Faculty of Education and Teaching Sciences (Fakultas Tarbiyah dan Keguruan) is the last transformation for the faculty that offers studies of education at SunanKalijaga State Islamic University. The term *tarbiyah* is originating from Arabic meaning education. It is not only this faculty that bases its name on an Arabic word but also other faculties. The labeling cannot be separated from the effort of leaders of the university to develop and teach studies of education which are dug from Islamic understanding. Those Arabic words have been identified with and to some extent regarded as Islamic words. Therefore, when the awareness to broaden scope of each faculty emerged, these names had to be changed though still making effort to maintain these Arabic words. Fakultas Tarbiyah (Faculty of Education) itself when the transformation took place was changed into the Fakultas Tarbiyah dan Keguruan (Faculty of Education and Teaching Sciences).

On the other hand, the change of label in fact has affected nothing in learning. What has been offered and taught is still same as before. Likewise, the vision and missions are not changed and are still maintained as used before. The vision of the faculty is that the Faculty of Education and Teaching Sciences becomes a leading institution for developing Islamic education in Indonesia. As for the missions, it emphasizes on three aspects: carrying out academic and vocational education in Islamic education and science; carrying out research in Islamic education and science; and carrying out program for community services.<sup>5</sup> Therefore, what has been changed at the faculty can be said as the change in labeling only.

There are four majors offered to students at the faculty: Pendidikan Agama Islam (Islamic Studies Teaching), Kependidikan Islam (Islamic Education), Pendidikan Bahasa Arab (Arabic Teaching), and Pendidikan Guru Madrasah Ibtidaiyah (Teaching for Teacher of Islamic Elementary School). Each major can develop its own curriculums and syllabuses though they have to be adapted to the vision and missions of the faculty.

<sup>5</sup> See "Profil Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Kalijaga Yogyakarta". Retrieved from <http://www.uin-suka.ac.id/page/fakultas/3>.

Along with other faculties at the SunanKalijaga State Islamic University, the Faculty of Education and Teaching Sciences should be changed in several aspects since the transformation of the university overall in 2004. As formulated in the project of development and transformation of the university, the changes have to take place in the following aspects: institutional organization, academic, student service, research, community service, management, staff, facility and infrastructure, finance, library, information technology, and cooperation.<sup>6</sup> Here are the aspects what the paper would focus on. Of the twelve aspects emphasized in the transformation, there are some of them need to be paid attention to more and criticized further and then need to be offered constructive thoughts. As mentioned above, the paper therefore would use the approaches of the first-order change and the second-order change as an effort to offer the thoughts.

## C. The first-order change

The first-order change approach highlights past and current practices with a logical extension. Actions associated to it represent incremental improvements. According to Lorenzi and Riley,<sup>7</sup>

*"First-order change is a variation in the way processes and procedures have been done in a given system, leaving the system itself relatively unchanged. Some examples are creating new reports, creating new ways to collect the same data, and refining existing processes and procedures."*

In doing a first-order change, it has to fulfill the following characteristics: adjustments within the existing structure; doing more or less of something; reversible; restoration of balance (homeostasis); non-transformational; new learning is not required; and old story can still be told.<sup>8</sup>

To implement this type of change to the Faculty of Education and Teaching Sciences, SunanKalijaga State Islamic University, first of all it should be asserted that although the faculty still maintains its vision and missions, the change should be done at least in the following aspects:

<sup>6</sup> Proyek Pengembangan IAIN SunanKalijaga.

<sup>7</sup> Lorenzi, N. M., and Riley, R. T., "Managing Change: An Overview", p. 117.

<sup>8</sup> The National Academy for Academic Leadership, "Leadership & Institutional Change: First- and Second-Order Change". Retrieved from <http://www.thenationalacademy.org/ready/change.html#defining>.



Firstly is academic. In academic, since the transformation, the university has introduced the integrative-interconnection paradigm. It implies that religious studies—i.e. Islamic studies such as Quranic Studies, Quranic Exegesis, *Fiqh* (Islamic Law and Jurisprudence), and Islamic Theology—and secular studies must be integrated to each other interconnectively. For example, Quranic Exegesis as a religious course should be analyzed using relevant secular courses like history and anthropology, and vice versa—history and anthropology should be supported by the Quranic verses. The paradigm must be implemented in curriculum and syllabuses. The problem is that lecturers who are responsible to implement it in their courses do not have sufficient capability. It is because their skills or specializations are only religious (Islamic) studies. In fact, according to Baidow&Wahyudi,<sup>9</sup> when the integrative-interconnection paradigm has been implemented for six years, there are still many lecturers who do not understand it well and even reject it. Therefore, the effort to recruit the faculty members that require master degree by paying attention to their educational background which is not only from Islamic studies but also other disciplines should be prioritized in the future recruitments. In other words, it should be there a new regulation that new lecturers must have background both in Islamic studies and secular studies. It can be Islamic studies for their undergraduate major and secular studies for their graduate or vice versa.

Secondly is research. Compared to other universities, there are not a lot of researches done by the lecturers of the faculty. Therefore, this aspect should be paid attention to by the leaders by allocating enough funds for it and motivating them in any way stimulating them to do research. How can a faculty be regarded as qualified and advanced if its main human resources cannot show their scholarly works? Research somehow represents the quality of institution and it (along two others: teaching and community service) is actually one of three tasks of a lecturer.<sup>10</sup> In addition to provide enough funding, the leaders therefore should demand every lecturer to do at least two researches in one year, or if possible they should give punishment for those who does not obey and follow this regulation.

<sup>9</sup> Baidow&Wahyudi, *Konversi IAIN ke UIN Sunan Kalijagalalam Rekamam Media Massa*, pp. 17-18.

<sup>10</sup> See *Engineering Education Development Project. Muti Dalan Tri Dharmna Perguruan Tinggi*, p. 16. Retrieved from <http://www.scribd.com/doc/26842838/Mutu-Dalam-Tri-Dharmna-Perguruan-Tinggi>.

Thirdly is staff. Besides lecturers, staff should be empowered optimally as well. Sunan Kalijaga State Islamic University is a public university and it is common view that mentality of civil servants (i.e. public servants and those who work for public institutions) could not be relied on to do jobs. Some opinions and surveys shown that their passion is disappointing and their level of discipline is much less than employees who work for private institutions. A media reports that there was 60% of the Indonesian civil servants were not productive. It means that there were only 40% that worked effectively.<sup>11</sup> The fact is also seen in the faculty. Therefore, the habit and image must be changed. It could be done by giving punishment for whomever against the rule firmly and steadily.

#### D. The second-order change

The second-order change pays attention to a significant and fundamental break representing a dramatic ways in current practices. For successful implementation, it needs new knowledge and skills. Lorenzi and Riley state that,

*"Second-order change occurs when the system itself is changed. This type of change usually occurs as the result of a strategic change or a major crisis such as a threat against system survival. Second-order change involves a redefinition or reconceptualization of the business of the organization and the way it is to be conducted."*<sup>12</sup>

For the second-order change, these following characteristics are needed: new way of seeing things; shifting gears; irreversible; often begins through the informal system; transformation to something quite different; requires new learning; and new story is told (see The National Academy for Academic Leadership). Looking at the Faculty of Education and Teaching Sciences, there are at least two aspects that should be changed:

Firstly is institutional organization. In this aspect, there are two aspects emphasized: mission and labeling. For the mission, it should be added a new mission: developing and carrying out the educational leadership. If the institution would be a real Faculty of Education and

<sup>11</sup> Produktivitas Kerja PNS Kembali Dipersoalkan. (September 12, 2002). Retrieved from <http://els.bappenas.go.id/upload/other/Produktivitas%20Kerja%20PNS.htm>.

<sup>12</sup> Lorenzi, N. M., and Riley, R. T., "Managing Change: An Overview", p. 117.



Teaching Sciences, the educational leadership is a basic need to be considered and the included in the mission. The problem might be a lack of human resources who master the subject but it can be overcome by continuously recruitment of skillful and capable lecturers by focusing on them whom master the subject. Why has the faculty not made a significant contribution so far? It is not exaggeration if it is said that one of the factors is the lack of the subject of the educational leadership.

For the labeling, it is dealing with the name of the faculty. There are two alternative proposals in this instance: (1) it can be changed into the Faculty of Islamic Education (Fakultas Pendidikan Islam). The term "tarbiyah" should be changed into *pendidikan* (Indonesian word meaning education) meant to distinguish it from other Islamic institution especially in the Middle East. If "pendidikan" is used, there are cultural values impressed. In addition, the term "Islamic Education" represents at once teaching sciences. The term "Faculty of Education and Teaching sciences" impresses that teaching sciences are not parts of education. The term "Islamic Education" would focus on education based on Islamic values, not overlapping with western perspectives. If so, the name of majors should not use the term "Islam", e.g. Pendidikan Agama Islam (Islamic Studies Teaching) would be changed into the Pendidikan Agama (Religious Teaching); (2) it can be changed into the School of Islamic Education by uniting undergraduate program and graduate program. Using this label, it would be more independent. Consequently, the leaders can manage it without much intervention from the university.

Secondly is academic. The faculty has to add the major of Educational Leadership. As stated above, it is a significant aspect in a higher education institution. The other majors that have to be added are majors related to teaching sciences such as Mathematics, Chemistry, Biology, and Physics. If the faculty would be consistent with the mission, those teaching majors are necessity to be included. Therefore, the faculty would have many majors, not only four majors. It can be understood remembering that it is the oldest public higher education. If it is not done, then what fundamental difference would be resulted?

## E. Conclusion

It must be admitted that old age of an institution cannot guarantee the contribution that it makes. On the other hand, the change is not easy

to do. However, in order that the Faculty of Education and Teaching Sciences, Sunan Kalijaga State Islamic University, can produce competent and professional graduates in Islamic education especially in education generally, the first- and second-order change should be considered. Based on this theory of change, it can be concluded as follows:

From twelve aspects emphasized at the university, there are some aspects that can be considered to be changed dealing with the concept of the first- and second-order change. For the first-order change, there are at least four aspects that should be changed: academic, research, and staff. For the academic, the integrative-interconnection paradigm has to be implemented in learning and a sufficient mastery on the paradigm should be made effort at least in recruiting new lecturers who have supporting educational background; for the research, the leaders have to motivate lecturers to do research by any effort such as increasing funding and giving punishment for whom does not do any research in a certain period; and for the staff, they have to be empowered optimally through implementation of punishment, not like other civil servants in the country. As for the second-order change, there are two aspects that have to be changed: institutional organization and academic. For the institutional organization, its mission has to be changed by adding the element of educational leadership. Another thing is labeling in which the faculty should change into the Faculty of Islamic Education or the School of Islamic Education. As for the academic, the Educational Leadership has to be added as a major.

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