

Building Academic and Pedagogic Cultures:

A Case Study at Departement of Social Studies Islamic University in Indonesia

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Abstract— Teaching staffs in Islamic universities have an important role in realizing democratic values. The classroom is a space of freedom to think dialogue and reflect values. In the fact, teaching staffs do not have the maximum role in realizing the academic culture. The duty of teaching staffs in Indonesia that is teaching, research and community service, however there are some obstacles in the implementation, such as there are still lecturers who teach outside the field of expertise, the lack of research costs, the difficulty of international scientific publication and some teaching staffs have been comfortable in their position. Finally, they are unproductive to produce knowledge. This study aims to describe the academic culture of Islamic university teaching staffs, especially in teaching, research and community service. This research uses qualitative methodology with descriptive approach, researchers get data from informants in the Islamic University in Indonesia and soft data taken from many documents. Then the data is processed and analyzed. The result of the research shows that building academic culture must synergize between various roles in class, such as didactic, reflective, and affective roles. Therefore, professionalism of teaching staff supported by various factors.

Keywords— Teacher Professionalism; Islamic Education; Academic; Higher Education; Pedagogic.

I. INTRODUCTION

The teaching staff has various roles in the classroom, namely the role of didactic, reflective, and affective. Didactic roles [1] is the role that the teaching staff has to present information, while its main reflective role is designed to encourage thinking and problem-solving skills, and the role of affective concern with controversy, values, and trust. The balance of teaching staff in performing its role as didactic, reflective, and affective roles are necessary for the learning objectives to be achieved. Their role is based on the spirit of knowledge, education, and ideology, it is contained in the law of 2005 on teaching staff in Indonesia. In performing its

obligations as an educator, researcher and community service cannot be separated from a fundamental rule of the nation that is Pancasila and constitution in 1945 [2].

Research from Varughese shows that [3] the education policy drafted in 2016 by the Indian government on universities is basically structured to improve the quality of teaching, learning and assessment, and transparency in education management. However, the direction of the policy is more dominated by private investment support in college financing. The results of his analysis make it clear that educational policies are structured on the basis of neo-liberal policies, which may be incompatible with national and regional development aspirations such as India. Educational institutions should be guided by social justice based on political vision and quality rather than political engagement. Education should be seen as an investment rather than an obligation. For government placemen, education is always regarded as output. Raaper dan Ollsen [4] reveals that neoliberalism has changed the academic world. The replacement of traditional liberal collegial models by neo-liberal technology has reduced academic freedom and is detrimental to autonomous research efforts and encourage the escalation of the 'dark ages'.

Building an academic culture requires a complex effort, Zhu and Angels [5] explain that organizational culture that innovative, open-minded, supportive, collaborative, has clear objectives and a shared vision needs to be implemented in learning innovation. Among the dimensions of organizational culture, goal orientation and collegial relations seem to be the most influential factors. Innovation in education is a complex system; only profound organizational and cultural changes that can reform university education, especially in China.

The learning process at the university, encouraging the teaching staff should be able to build students' values to create indifference and peaceful. Davids and Waghid [6] in his research revealed that higher education has the potential for

and is powerless in the face of violence in society, therefore the classes at the university should offer a pedagogical concept in which discussion, compassion, and cosmopolitan views should be integrated.

Based on the above, this study focuses on how the Indonesian government policies to building the professionalism of teaching staffs, and how the role of teaching staff for students and society. Educational issues are increasingly complex, demands of teaching staff are increasing, and they are required to improve and develop their competencies. They are required to be dynamic, creative, innovative to developing the process of preparation, implementation, and evaluation of learning [7].

II. METHODS

The methodology of this research is qualitative. The ontology or object of this study is the "academic culture" which is contained on learning in Islamic state university of Mataram in Indonesia. Information obtained from informants such as university leaders, teaching staff, and students who are in the department of social studies, faculty of education. Because the characteristics of the objects examined from this study are qualitative, the research method that is a means of the epistemology of research is the method of naturalistic or qualitative methods. This method was chosen because it corresponds to the setting of the problem and the focus of the research under study, this study aims to "... produce descriptive data in the form of written or oral words and observable behavior" [8]. Then soft data is data that has been collected from the field, in the form of descriptions of the full description of the activities of the subjects studied, opinions and other aspects related and obtained through observation, interview and documentation study.

III. RESULT AND DISCUSSION

The obligations of teaching staff in Indonesia according to the institution of 2005 about teaching staff [9]. Its mentioned that teaching staffs are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. In carrying out professional duties, the teaching staff is obliged to (1) Conducting education, research, and community service; (2) Plan, implement the learning process, and assess and evaluate learning outcomes; (3) Enhance and develop academic and competency qualifications in a continuously with the development of science, technology, and the arts; (4) Be objective and non-discriminatory based on the consideration of gender, religion, ethnicity, race, certain physical conditions, or the socioeconomic background of learners in the lesson; (5) Upholding constitutions and ethics, as well as religious and ethical values; and (6) Maintain and nurture the unity of the nation. Then, teaching staffs also have other duties that are obliged to carry out research, Aspects of research, including 1). Produce scientific papers, 2). Translating and establish scientific books, 3). Editing scientific works, 4). Create patented technology designs and works, 5). Make design and artwork monumental/ art performances or works of literature. The five aspects are still very minimal attention of the teaching

staff due to various constraints both individually and institutionally. Related with this, Affandi [10] said that: advancing and improving the quality of education is a necessity for us, but the government policy that needs to be evaluated is the obligation of teaching staffs and students to conduct international publication Scopus indexed. This policy leads to intellectual colonialism and ignores the nationalism of education. Abdullah [11] reveals that "... the low scientific work produced by teaching staffs is due to low financing factors and the interest of professors to write articles is low because they already feel at the top level in the professorship". As for the obstacles for the teaching staffs either individually or institution, which is less understanding, financing, creativity, and feel the task is charged only to the teaching staffs in Islamic state university. While the institutional, lack of innovative encouragement from the leadership, financing and lack of teaching staff facilities for access to credible national or international journal and access to the publishers of books of national repute.

The teaching staff in the department of social studies in Islamic state university of Mataram has various roles in the class, including didactic, reflective, and affective roles. (1) The meaning of didactic roles is that purpose of education in this faculty relates to didactic goals, namely, transmit knowledge about the past; the teaching staff undergoes didactic roles, in which the didactic role is designed to give information. In a didactic role, the teaching staff is directed to provide data to students. As much as possible data provided to students is accurate and meaningful data from valuable sources. Pertti Kansanen & Matti Meri [12]: the teacher's relation to another relation, that between the student and the content. The manifest part of this latter relation is expressed as studying and the latent part of learning. Finally, the fact that every teacher has a didactics of his/her own is discussed." (2) Reflective roles. When the objectives of Education in this department are related to reflective goals, that concluding, analyzing, and applying information and data, the teaching staff at department social studies will play a reflective role. Its main reflective role is designed to advance the thinking and problem-solving abilities. Reflective roles are divided into three main types: questionnaires, scientific inquiry, and interpreters of artistic symbols. Roberts [13]: "reflective leader," the importance of reflection as a key component in the development of future leaders, and suggests strategies for incorporating reflection in leadership education as well as mechanisms for its assessment." (3) In affective goal, when the purpose of education in this department related to affective goal is achieved, which includes moral, feeling, emotion, and value, the teaching staff has played affective roles. Affective roles focus on controversy, values, and trust on an individual, social, and international level. When they doing an affective role, they bring value, filing, and sensitive issues to initiate discussion. Gano [14]: Affective learning outcomes are essential components of a 21st-century university education, as exemplified in statements of graduate outcomes, various accreditation standards, and employer surveys internationally. However, less familiar to most faculty than cognitive learning outcomes, affective learning outcomes are no less salient or critical to student success in the ever-changing, multicultural, global, information-laden society in which we live.

Related to the teaching methods in the department of social studies, there are several methods that become the foundation for the teaching staff on teaching, Somantri [15] explain: (1) The authority of the method, in the process of learning in this department, attitude undertaken by the teaching staff in teaching is based on the dedication and knowledge adequate from them. Teaching staff must have good faith and great dedication to the nation and state. In addition, they should be able to provide guidance to students by showing the sources of knowledge related to what is being discussed in the classroom. (2) Method of authority, in which the lecturer gives the impression of authority with strict discipline in the classroom, with little opportunity to discuss and reflect the course material. Instead, the authority of method is intended to reveal the potential of students' intelligence, attitudes, and skills by mobilizing all methodological efforts, in order to achieve the best improvement of learning outcomes. Esmaeili, [16] reveals: "...all teachers' authority resources have a significant relationship with students' learning. It means that as the teachers' authority is at a higher level, the learning of students of studied population increases too". Alsobaie [17] said that adults have different needs than younger students, and so power-sharing in the classroom with loose authority is likely the best way to approach an education situation due to the fact that adults are already autonomous in their everyday lives, have fully-developed brain physiology, and are more capable of communicating their concerns in a way that does not require heavy-handed, interventionist types of power and authority.

Thus, the teaching staff brings the students to the best decision-making level of the various alternatives faced. To be able to play like that teaching staff in this department must put its method in the authority of method, it means that teaching staff should make the method as effective as possible, so that under any circumstances the method can overcome the difficulties of them, without abandoning the fundamentals of democratic teaching. The teaching staff is overwhelmed in addressing the problem of teaching because of lack of self-preparation in its authority of method, often become frustrated and finally use the method of authority. While in the context of this authority of method, the role of teaching staff is as a mentor with a friendly attitude, therefore it can make the teaching as a favorable and useful subject.

The activities of teaching staff in the implementation of service community programs should be more improved. Riduan [18] said: "We carry out the service community programs activities of colleges as well as cheaper, that is through the implementation of education with exemplary, research with honesty, and dedication and service to the community with sincerity".

IV. CONCLUSION

The teaching staff in the department of education play various roles (roles) in the classroom. First, the teaching staff has a role as didactic, reflective, and affective roles, it is

necessary for the purpose of education in this department achieved well. The choice of roles undertaken by the teaching staff is tailored to the educational goals of the department. Second, the teaching staff has the role of the authority of method, its mean that teaching staff should make the method as effective as possible, so that under any circumstances the method can overcome the difficulties of them, without abandoning the fundamentals of democratic teaching. The method of authority is based on the personal authority of the teaching staff with strict discipline in the classroom, with little opportunity to discuss and reflect the course material. Third, the obstacle of teaching staff is educating, researching and serving the society.

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