

The Potential of STILeS As A Learning System. Improve the Competences of Islamic Higher Education Graduates

Study of its implementation at UIN Alauddin Makassar

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Abstract—As an effort to fulfill the availability of human resources in Indonesia were highly competitive, UIN Alauddin Makassar as the representative of the Islamic Higher Education in Indonesia has promoted STILeS as a learning system and its implementation in the learning process. STILeS requires the application of six principles of integration as components of learning in the learning process. Those six principles of integrations are 1) the integration of lecturer centered learning and student-centered learning; 2) the integration of learning models; 3) the integration of religious values and science major; 4) the integration of hard skills and soft skills; 5) the integration of latest researches; and 6) the integration of community services in learning process. Studies on STILeS as a learning system in UIN Alauddin was conducted to determine the level of acceptance of lecturers to the learning system as a standard of the learning process, besides also to analyze the potential for the implementation of STILeS Learning Module to ensure the achievement of competencies of graduates of Islamic Higher Education. The population was all the lecturers of UIN Alauddin who have attended the socialization of STILeS Learning System and compiled the STILeS Learning Module with the ratio of cases: respondent is 10:1. The analysis was performed with the

presentation of the data and the percentage measurement results of each indicator (diagrams). Results of the study showed that significantly STILeS Learning System has been accepted as a good standard of the learning process and the implementation of STILeS Learning Module ensures the achievement of graduates' competences of Islamic Higher Education.

Keywords—*STILeS; Learning System; Learning Process; Islamic Higher Education*

I. INTRODUCTION

Indonesia's major challenges have been started on December 31, 2015, by the implementation of the ASEAN Economic Community (AEC) as a regional agreement that brings together the ASEAN region. The agreement included an agreement concerning the single market (economy) and production base in the ASEAN region, as well as the unification of socio-cultural aspects [1], [2].

Ministry of Trade of the Republic of Indonesia in a press release dated on March 4, 2016, explained that Indonesia started

invaded by foreign investment. The Demand for business cooperation and trade increasingly stretched. ASEAN market integration into the ASEAN Economic Community (AEC) has had a positive influence on the region. The Enforcement of AEC promoted ASEAN as a promising region for trade and investment. European countries glance at the possibilities of a new effort to seek business cooperation opportunities and potential investments [3].

The consequence of AEC implementation is increasing competition and free movement of the flow of goods and services, investment and capital, educated and skilled labor, as well as political and cultural dynamics among members of ASEAN countries. It needs to be addressed in a positive way, that Indonesia needs to improve its competitiveness in various fields, especially in preparing human resources on an informal basis, to prevent the influx of skilled workers from many countries, as the answer to the preparedness for the globalization era.

The Dynamics of the labor market is so great that should be anticipated with the provision of skilled personnel in sufficient numbers to be able to meet the expectations of users and be able to compete with foreign labor. It is absolutely necessary for today labors to acquit, develop, and implement science and technology in their works as the demands of competing in the global life [4], [5].

Indonesian nation's competitiveness is largely determined by the role of universities in preparing human resources that well educated, trained and skilled with global competitiveness. Indonesian human resources will prevail in Indonesia without fear of being pressured by foreign workers if they were prepared by taking advantage of the wealth of Indonesia (natural, social, and cultural resources) and implement curriculum as required in Indonesian National Qualifications Framework (KKNI) [3], [5], [6].

The Existence of KKNI as a guidance for Indonesian higher education to face future challenges in the global era, which are: 1) implementation of free markets (WTO, AEC, APEC, CAFTA); 2) advances in information technology; 3) convergence of science and technology; 4) knowledge-based economy; 5) a shift in world economic power; 6) quality, relevance, competitiveness, and transformation of education sector. The Standards of education that have been set nationally compulsory for every education provider in order to maintain consistently the qualified competences of Indonesian human resources (alumni) and to penetrate the nation's competitiveness [3], [5].

The Graduates of higher education, including Islamic higher education, need to be equipped with advanced skills, such as knowledge and professional skills, foreign language skills, information technology, strong character, and global capabilities. This competence is not only supported by the strength of the study materials in the curriculum, but it is necessary to construct a learning system as the standard of learning process, so that it can be guaranteed that the study materials for each course to be conducted by the appropriate methods and can achieve competence stipulated [7].

It is inevitable that learning process at some Islamic Higher Education still adhered to the traditional learning system, where the lecturers convey information of study materials to the students, while the students passively receive and preoccupied with noting the important points of the material presented [8]. Knowledge of students is limited to the study material presented by lectures in the classroom; moreover, the student does not have the initiative to expand their knowledge by reading other resources. Creative lecturers who may have started to leave teaching methods that centered on the teacher (Teacher Centered Learning or TCL). Many of them began to implement learning models that are more creative and more focused on students (Student-Centered Learning or SCL) according to the topic and the achievement of competence in every study material. It's certainly more fun and strongly supports the achievement of broader student competence [9]; [10]; [11].

UIN Alauddin Makassar as the representative of the Islamic universities in Indonesia has promoted and implemented Student-Teacher Integrated Learning System or STILeS as a learning system that requires the application of six principles of integrations as components of learning in the learning process. Those six principles of integration are: 1) the integration of lecturer centered learning and student-centered learning; 2) the integration of learning models; 3) the integration of religious values and science major; 4; integration of hard skills and soft skills; 5) the integration of latest researches; and 6) the integration community services in learning process. These learning process standards, in practice expected to provide reinforcement in the learning process and produce graduates with in-depth scientific competence and practical mastery accordance with the needs of contemporary society [12].

To assess the potential for massive implementation to control the quality of the alumni competence Islamic universities, researchers conducted a study of STILeS Learning System in UIN Alauddin Makassar as an effort to standardize the learning process, especially in the Islamic universities for the achievement of competence in accordance with the level of qualification of the alumni globally competitive.

II. METHODS

This research was a descriptive study and conducted at the campus of UIN Alauddin Makassar. The population was all the lecturers of UIN Alauddin who have attended the socialization of STILeS Learning System and compiled the STILeS Learning Module ie, a number of 282 people.

The samples were determined by using a ratio of 10:1 case for every respondent [13]. Item questionnaire used is the 11 indicators, the minimum sample size is 110 respondents. Samples were taken randomly at eight faculties (sains, health, humaniora, education, and religious) to satisfy the number of samples. This study used the respondents as many as 116 people.

The analysis was performed with the presentation of the data and the percentage measurement results of each indicator (diagrams).

III. RESULT AND DISCUSSION

A. Result

Study on the potential of STILeS Learning System to improve the competence of Islamic Higher Education graduates carried out through feedback (survey) from the lecturers of UIN Alauddin Makassar who have attended the socialization of STILeS Learning System or developed learning modules based on STILeS guidelines. UIN Alauddin Makassar is one of the Islamic Higher Education that seeks to build a learning process standard. Various positive responses to the successful implementation of STILeS in UIN Alauddin Makassar can be a marker of whether STILeS could potentially be applied to other Islamic Higher Education.

The result of a survey on the lecturers of UIN Alauddin Makassar who have attended the socialization of STILeS or developed learning modules based on STILeS guidelines presented in the following diagram.

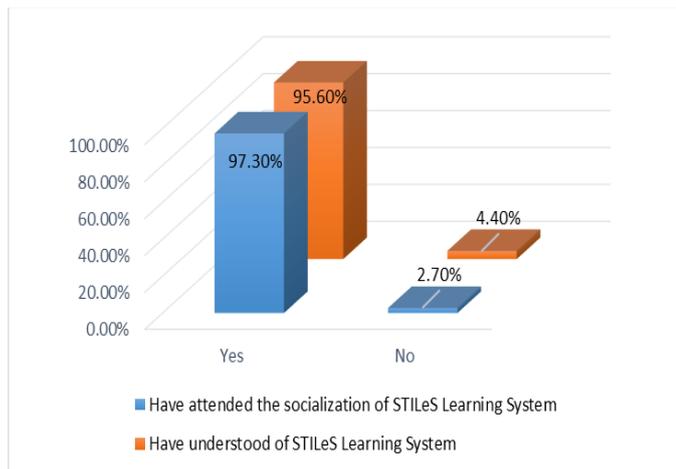


Fig. 1. The effectiveness of stiles socialization as a learning system at UIN Alauddin

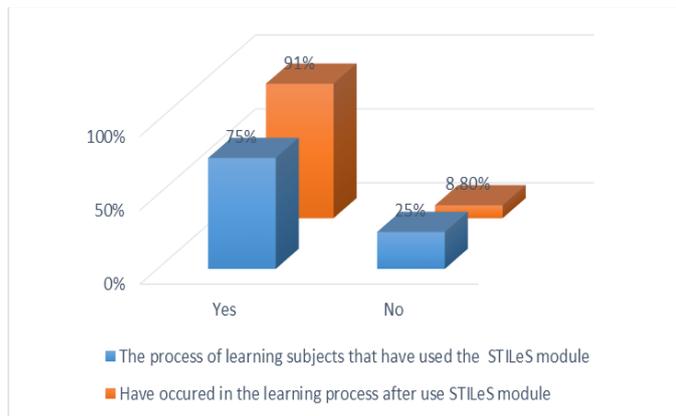


Fig. 2. The useful of STILeS learning module

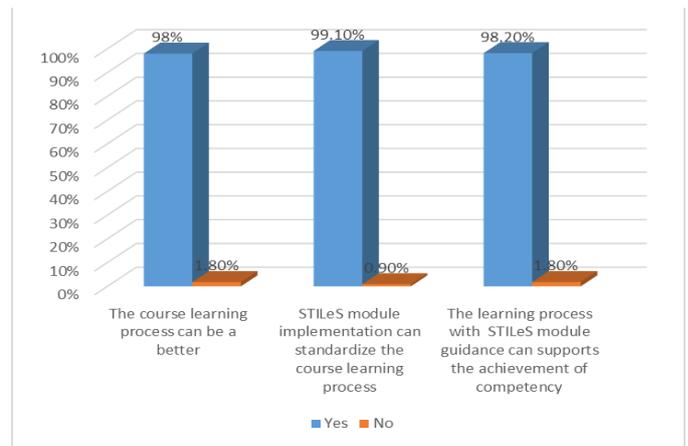


Fig. 3. The significance of STILeS learning system implementation

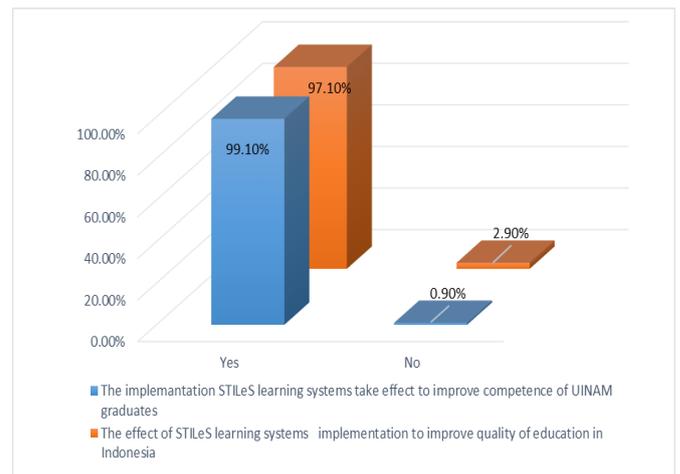


Fig. 4. The contribution of STILeS learning system to the graduate's competences

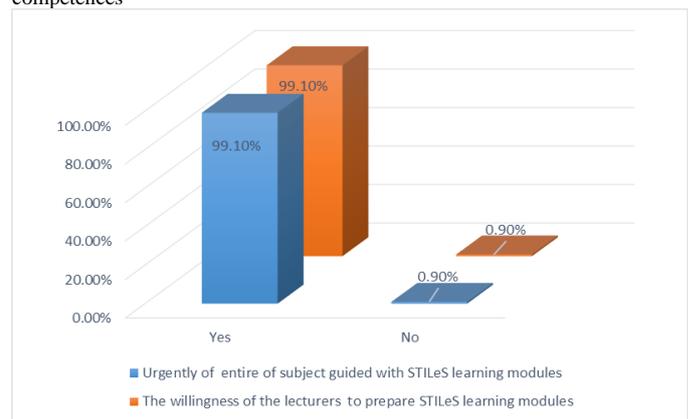


Fig. 5. The availability and willingness of lecturers, to compile stiles learning module

B. Discussion

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To create multileveled equations, it may be necessary to treat the equation as a graphic and insert it into the text after your paper is styled.

Since the idea to standardize the learning process started to emerge in 2013, UIN Alauddin Makassar immediately conducted a comparative study in leading universities in Indonesia. The comparative study was planned to learn about best practices of the learning process that able to produce graduates with the competencies that can compete globally. The Study found that none of the learning models that appropriate to be applied to all study materials at all levels of the semester. In contrast, none of the study materials is suitable to be applied to all types of learning models, as well as one semester of lectures is not necessarily suitable for applying all learning models.

As an Islamic university in the eastern part of Indonesia, UIN Alauddin cannot simply apply the learning system adopted by other universities that have different characteristics from UIN Alauddin, in terms of natural resources, culture, and vision.

UIN Alauddin has formulated a learning system known as STILeS. As a good learning system, STILeS is considered able to absorb all the peculiarities of the region as well as the vision of UIN Alauddin in particular and Islamic Higher Education in general, to graduate qualified alumni that able to compete in the ASEAN Economic Community and global Worldwide. The implementation of this learning system is based on STILeS learning guidelines that accommodate all mandated the integration of STILeS, competence attitudes, knowledge, and mandated job skills of Indonesian Qualifications Framework (KKNI), as well as the standard of learning competence measurement in each study materials of the subject.

The Efforts to implement STILeS have been made since 2013 by sharing information about the philosophy and urgency of STILeS in learning process among the lecturers. This was followed by the preparation of STILeS learning guidelines that will guide all learning process to achieve standardized learning outcomes of every single course. These guidelines are then expected to guide the course team teaching to carry out the learning process, so there are no fears that the formation of graduates competence for the similar subjects to be diverse and wild.

Of course, during the three years of socialization and preparation of STILeS learning guidelines, need to do an assessment of the potential of STILeS to become a learning system that can improve the competences of Islamic Higher Education graduates in general.

The collection of data on the implementation of STILeS Learning System involve the population of the entire lecturers of UIN Alauddin Makassar who have attended the socialization of STILeS and or have developed course guidelines based on STILeS guidelines. All UIN Alauddin lecturers who have not attended the socialization of STILeS are not used as the population in this study due to their lack of information regarding the principles of this learning system. A Sample of respondents drawn at random from the population and is considered to have exceeded the standard minimum sample descriptive study, which is 10 % of the population [14] and some researchers recommend a ratio of 10:1 case for every variable

[13]. It is intended if item questionnaire was designed as many as 20 items, then the minimum sample size is $20 \times 10 = 200$. The following is a review of some of the focus in this study.

1) The Effectiveness of STILeS Socialization as a Learning System at UIN Alauddin.

Socialization of STILeS as learning system at UIN Alauddin significantly alleged to have occurred very effectively ($\alpha < 5\%$). Among 95% of lecturers who have gained socialization of STILeS, 97% of them claim to have understood the principle of STILeS Learning System. The Socialization of STILeS was most in the form of training. Things that were socialized in the training such as legal basis of the need for a standard process of learning, graduates competencies in tune with the demands of KKNI, as well as the significance of the implementation of the six principles of integration of STILeS, in an attempt to produce graduates with the required competence level of workability and high competitiveness. Each university is always seeking improvements in the learning system, to be more focused and planned, such as "STARS" learning system implemented at the University of Gadjah Mada [15].

The existing learning plan is not yet fully implemented the elaboration of the effort to achieve a planned graduate profile. A Learning plan should ideally arranged in a very strong structure, ranging from the determination of graduates competence, learning outcomes, study materials, and teaching methods, as well as the integration of applied learning related to the use of the results of research and community engagement in the implementation of knowledge in the form of community service. Some of these elements have actually described to be applied by the observer of education in Indonesia in learning plan for quality output [2].

The socialization of STILeS Learning System is continued through the workshops in order to ensure the lectures that the system could be able to help the learning process achieving the graduates' competencies as required in KKNI. The Components of STILeS learning guidelines is clearly described in details the structure of competencies derived from the competence of graduates in general, the structure of study materials and its systematic presentation, the selection of learning models tailored to study materials as well as indicators of achievements that have been planned [12].

The contemporary element associated with the application of scientific research results as well as the usefulness of science to solve problems in the community should be included and discussed in the learning process. Integration of scientific research results and community service into learning process helps the students to have qualified competencies that in line with the development of science and technology and to resolve problems in the community using updated information and advanced technology [16].

2) The Useful of STILeS Learning Module.

STILeS course guidelines are also called STILeS Learning Module. Since modules of the subjects have been completed in 2014, has begun to be used by lecturers in the learning process. Some study programs have been initiated to complete their modules of the entire course in the study program by using STILeS learning guidelines.

The Enthusiastic of study program members to immediately implement STILeS Learning Systems certainly departs from a positive perception of the existence and importance to implement this Learning System on all process of teaching any courses. In addition, some lecturers, both as individuals or as a team in the group field of science, began to develop STILeS Learning Module for a few numbers of subjects even without budgetary support from the university. Enthusiasm for STILeS is not limited to the preparation of course guidelines or learning modules, but more than that, many lecturers have implemented STILeS in the learning process, either independently or as a team teaching. This shows that this learning process standardization is needed to be implemented in the learning process.

The results of the study on the implementation of STILeS in the learning process that appear on the diagram "STILeS Learning Module Usage" shows that 76% of lecturers have been implemented STILeS in the learning process. The lecturers who have not been implemented STILeS in their learning process as much as 25% due to the subjects that they teach not yet fully equipped with the STILeS guidelines. In the past three years, only about 300 courses that have been prepared its modules, although some study program has started to equip their courses with the STILeS guidelines, as described previously.

Although not the whole subjects or courses that taught in UIN Alauddin have been implemented the guidelines of STILeS, 91.2% of lecturers who have implemented it stated that there has been a positive change to the learning process after using modules of STILeS.

3) The Significance of STILeS Learning System Implementation in Learning Process.

Although it has not been fully implemented, significantly as much as 98.2 % of lecturers stated that if the entire lecturers of UIN Alauddin understood this learning system, then the learning process can be a better. Similarly, as many as 99.1% of lecturers stated that the implementation of STILeS modules can standardize the learning process of all courses. While as many as 98.2% stated that the implementation of STILeS guidelines in the learning process strongly supports the achievement of graduate competence.

Lecturers' positive response to the potential of STILeS become a driving force for its implementation on a massive scale in the learning process and enable the achievement of qualified graduates competence and global competitiveness. It is also highly represented in the diagram of The Effect STILeS Learning System against the Achievement of Alumni Competency (Fig. 4).

4) The Contribution of STILeS Learning System to the Alumni Competences.

The implementation of STILeS in learning process not only strengthen the quality of UIN Alauddin alumni competence (99.1% of respondents), moreover 97.1% of respondents believed that the implementation of STILeS could significantly contribute to improving the quality of education in Indonesia.

The statement of majority respondents about the potential of STILeS in standardizing the learning process and improving the alumni competence of UIN Alauddin and Islamic Higher Education, in general, could be considered that STILeS has been

accepted as a learning system that can improve the quality of higher education graduates.

Integration of learning models in STILeS support the achievement of graduates competencies from various aspects, including effective aspect (activeness and enthusiasm), due to the application of learning models in learning process could build learning experiences, problem-solving abilities, making decisions quickly and independently, improved performances, and integrity. The results of such learning process are also obtained in the field of engineering sciences [16].

Similarly, the learning evaluation planning has been prepared as a tool to measure learning outcomes. The learning evaluation planning that customized with the learning outcomes, enable the lectures to take measurements of learning outcomes accurately and to draw the level of learning achievement [17].

5) The availability and willingness of lecturers, to compile STILeS Learning Module.

Knowing the potential of STILeS to improve the quality of learning process, as much as 99.1% of respondents said that it is important to adapt STILeS guidelines in entire course or subjects at UIN Alauddin. The 99.1% of respondents are also still willing to prepare and develop actively STILeS Learning Modules of their own courses.

It also proves lecturer members acceptance of this learning system existence, their high awareness to standardize the learning process, as well as their positive reaction to the challenge of increasing the alumni competitiveness. Therefore, any efforts to accelerate the improvement of the learning process is a necessary.

IV. CONCLUSION

Based on the results of studies on the implementation of STILeS Learning System at UIN Alauddin Makassar as one of the Islamic Higher Education representative, it can be concluded as below:

1. The Study found that STILeS learning system has been accepted as a good standard of the learning process.
2. The Implementation of STILeS learning modules on the courses or subjects can ensure to achieve the better competence of graduates of Islamic higher education.

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