

Interdisciplinary-Based Learning Approach in Producing Competitive Human Resources at State Islamic University

Zulvia Trinova¹, Wahyuli Lius Zen², Ilpi Zukdi³, Hadeli⁴, Hidayat Al Azmi⁵

¹ Universitas Islam Negeri Imam Bonjol, Padang, Indonesia; zulviatrinova@uinib.ac.id

² Universitas Islam Negeri Imam Bonjol, Padang, Indonesia; wahyulizen@uinib.ac.id

³ Universitas Islam Negeri Imam Bonjol, Padang, Indonesia; ilpi1007@gmail.com

⁴ Universitas Islam Negeri Imam Bonjol, Padang, Indonesia; hadeli@uinib.ac.id

⁵ Universitas Islam Negeri Imam Bonjol, Padang, Indonesia; hidayatalazmi@uinib.ac.id

ARTICLE INFO

Keywords:

Learning Approach;
Interdisciplinary;
Education

Article history:

Received 2023-02-18

Revised 2023-09-21

Accepted 2023-12-31

ABSTRACT

The aim of this research is to determine the interdisciplinary approach in higher education so that it can make education more efficient and functional in producing competent human resources. The research method used is field research with a descriptive quantitative approach. The data source, referred to as the respondent, is Semester VII, a state Islamic university in Padang in 2021/2022 as many as 98 students. The form of questionnaire used is a Likert Scale in the form of a continuum consisting of four categories, namely Strongly Agree (SS), Agree (S), Disagree (KS) and Disagree (TS). The results of research on interdisciplinary approaches (educational approaches, curriculum approaches, leadership, economic approaches, and vision approaches) in learning have been able to make students competitive at state Islamic University because they are inspired to learn so that they have broad and complex knowledge needed in this era of globalization, able to solve problems because problems in the era of globalization are not solved with only one knowledge, improve the ability and skills to use information technology. Without these abilities and skills, it is difficult for students to compete with others.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Zulfia Trinova

Universitas Islam Negeri Imam Bonjol, Padang, Indonesia; zulviatrinova@uinib.ac.id

1. INTRODUCTION

The progress of a country is closely linked to the quality of its education system. Indonesia is making efforts to enhance the quality of its human resources and improve national competitiveness through the pursuit of excellence in education. It is believed that a superior education system will lead to the development of high-quality human resources and enhance the country's competitiveness relative to other nations. Conversely, the absence of a superior education system is likely to hinder the production of competitive human resources. Several studies have highlighted the relationship between

the quality of education and a nation's competitiveness in Indonesia. For instance, a study published in the *Journal of Student Engagement* emphasized the importance of education in improving the nation's competitiveness and focused on the impact of the quality of education on the nation's competitiveness and the continuous increase in the Indonesian population (Sulisworo, 2016).

Additionally, research has pointed out the need for market orientation in higher education to enhance the competitiveness of universities in Indonesia, especially in the face of ASEAN regional competition (Narimawati, et al., 2018). The idea is that the quality of education is a crucial factor in determining a country's competitiveness, and that Indonesia is actively working to improve its education system to enhance its global standing.

Based on these conditions, universities have an essential basis to produce quality and competitive human resources that are needed by the state. In addition, universities must be able to produce prospective leaders as relays who will continue development in the future in realizing a just and prosperous country as mandated by the 1945 Constitution. This goal can be realized if universities use an educational approach. interdisciplinary basis. An interdisciplinary approach is an approach that combines various fields (Fitri et al., 2020; Gagnon, 2021; Ralph, 2012; Robeyns, 2003).

A university that is committed to producing quality human resources and national competitiveness must have advantages over other universities. These advantages are obtained through the implementation of the vision. According to Wibisono (2006), a vision is a series of sentences that state the ideals or dreams of an organization or company to be achieved in the future. In other words, the vision can be said as a statement of want to be from organizations and companies (Austin, 2010;; Ozdem, 2011; Senge, 2014, 2017), including universities.

Human resources and the competitiveness of the nation can be produced by universities if there is an increase in the quality of human resources in these universities. Human resources are ready, willing, and able to contribute to efforts to achieve organizational goals (Bhawsar & Chattopadhyay, 2015; Senge, 2014). One of the human resources in universities is lecturers.

In addition, to produce quality and competitive human resources, it is closely related to the performance of lecturers. Lecturer performance is largely determined by work motivation and expertise in work. Robbins (1996) suggests that performance is the result of work motivation, abilities, and opportunities. This shows that these three elements are prerequisites for improving lecturer performance. Lecturer performance will not be successfully improved if one of the three elements does not function properly and optimally. This was stated by (Bhawsar & Chattopadhyay, 2015; Gillies & Boyle, 2010; Hill, Charalambous, & Kraft, 2012; Senge, 2014) if one of them is low, the lecturer's performance will be low as well.

The theory that is used as the basis for this research is the theory of the interdisciplinary approach proposed by George Ritzer (2002). An interdisciplinary approach is an approach that combines various fields (Trainor, Murray-Tuite, Edara, Fallah-Fini, & Triantis, 2013). The interdisciplinary approach consists of education, curriculum, leadership, vision and human resources (Daley and Baruah, 2021). The theory relevant to this theory is the theory put forward by (Falk & Kim, 2019; Sobel & Li, 2013; Steiner-Khamsi, 2014) interdisciplinary approach consisting of vision, mission, rules, governance guidelines, institutional cooperation, human resources, infrastructure, tri dharma of higher education.

The essence of education is learning. The learning paradigm adopted in education so far in higher education was developed from the behavioristic paradigm. According to Ahmad Taufik (2018), the focus of the behavioristic paradigm on lessons lies in the teachers/lecturers and the subject matter. As a result of this paradigm, the lack of scientific studies, as stated (Pujianti et.al, 2023; Siahaan & Taufik, 2018), the basic cause of this paradigm is the low scientific culture. The low scientific culture is because lectures have not been able to motivate students to think rationally and critically. M. Dimiyati (2000) suggested that lectures should be able to encourage students to think and classrooms should have a culture of thinking in addition to being oriented towards mastery of materials.

Looking at these cases regarding learning in higher education, it is necessary to choose the right learning paradigm currently. The learning paradigm is interdisciplinary based learning. One of the

dimensions is constructivism learning paradigm. According to constructivism, educators should not simply provide knowledge to students, but students must actively build knowledge in their own minds (Ritella & Loperfido, 2021; Kurniawan, Purnomo, & ., 2020).

The conventional curriculum is a number of subjects that students must take and study. Educational leadership has a very essential function in producing human resources and being competitive. Vision is very vital for the progress and success of an educational institution. A leader's skills are critical to realizing this vision. Apart from that, the challenge faced by universities in producing competitive human resources is lecturer resources. Lecturer resources are related to the quantity and quality of lecturers (Friday Mbon, Omorobi Omorobi, Owan, & Asuquo Ekpenyong, 2019; Tange, 2010) argue that the challenges faced by tertiary institutions are related to the number and quality of lecturers, the number of students in tertiary institutions has increased rapidly, thus requiring a large number of lecturers to compensate for these additions.

Therefore, universities are increasing the number of lecturers, but not all lecturers are of good quality. To improve the quality of lecturers, not all universities have adequate funds, so that the increase in the quality of lecturers in all universities is not evenly distributed. This is a big problem for universities in producing competitive human resources. Some related research is Kadek Hengki Primayana's research. In this research, human resource management is very important to improve educational standards. Universities can progress and develop with the help of qualified resources. The leadership of educational institutions in managing their human resources determines how well education progresses. University administrators play an important role in improving the quality of teaching in human resource management. Higher education leaders must always develop their human resources to produce quality education (Hengki Primayana, 2016).

Similar research was also conducted by Hye Sun You. The results of this research are a theoretical framework for understanding how integrated teacher knowledge influences interdisciplinary teaching methods and student learning presented in this research. The need for appropriate professional development programs that can enhance interdisciplinary knowledge across disciplines is further highlighted by this research (Azionya & Oksiutycz, 2019; Halberstadt et.al, 2019; You, 2017). This research aims to reveal an interdisciplinary-based learning approach in producing competitive human resources at PTKIN (*Perguruan Tinggi Keagamaan Islam Negeri*) or state Islamic University which is related to educational approaches, curriculum, leadership, economics, vision in producing competitive human resources at state Islamic University.

2. METHODS

The selection of the type of research must be considered carefully by the researcher because it will have an impact on the research process and results. Related to this research, the researcher uses field research. The approach used in this study is a descriptive quantitative approach. The researcher uses a questionnaire as a data collection tool, so the source of the data is called the respondent. The respondents of this study were Semester VII students of state Islamic University in Padang 2021/2022.

The population of this study was all students of UIN Imam Bonjol Padang, which consisted of students from the Faculty of Adab and Humanities, Faculty of Da'wah and Communication Studies, Faculty of Islamic Economics and Business, Faculty of Sharia, Faculty of Science and Technology, Faculty of Tarbiyah and Teacher Training, and Faculty of Ushuluddin. and Religious Studies. The target population is 10,679 students (BAK UIN Imam Bonjol Padang, 2021). To conduct research on the target population is not possible because the population is very large, namely, 10,679 students and researchers have limitations in finding the entire population, so researchers need to determine an affordable population. The affordable population in this study were Semester VII (Odd Semester) UIN Imam Bonjol Padang students in 2021/2022. The number of affordable populations is 2,518 of 10,679 students of UIN Imam Bonjol Padang (BAK UIN Imam Bonjol Padang, 2021). Based on this formula using an error rate of 10% and a confidence level of 90%, a sample of 98 students was obtained.

Data collection techniques are one of the important components in research because it will affect the process of data analysis and drawing conclusions. The form of the questionnaire used in this study is a Likert Scale. The Likert scale is a scale in the form of a continuum consisting of four categories, namely Strongly Agree (SS), Agree (S), Disagree (KS) and Disagree (TS).

This research was conducted by distributing questionnaires to UIN Imam Bonjol Padang students as a sample of 98 people. The question items totalled 181 items, consisting of 31 items for the educational approach variable as a means of producing competitive HR in PTKIN (X1), 26 items for the curriculum approach variable as a tool for producing competitive HR in PTKIN (X2), 33 items for the approach variable. Leadership as an effort to produce competitive HR in PTKIN (X3), 32 items for the variable economic approach as a medium to produce competitive HR in PTKIN (X4), 29 items for the vision approach variable as the spirit of realizing competitive HR in PTKIN (X5), and 30 items for the competitive HR variable at PTKIN (Y). The trial was carried out on 30 students, 5 students from 6 faculties who already had seventh-semester students, in addition to students at the Faculty of Science and Technology.

3. FINDINGS

UIN Imam Bonjol has attempted to create competitive HR at PTKIN by using several approaches, namely the experience-based learning approach, habituation approach, emotional approach, rational approach, functional approach and exemplary approach to realizing competitive HR at PTKIN. Respondents, obtained a minimum score of 68, a maximum score of 116, and an average score of 94.93. This shows that the average respondent is 94.93: 29 items = 3.3. This means that the respondent chooses answer 3.3, which is in the Agree category (3) from the alternative answers to the questionnaire submitted to the respondent.

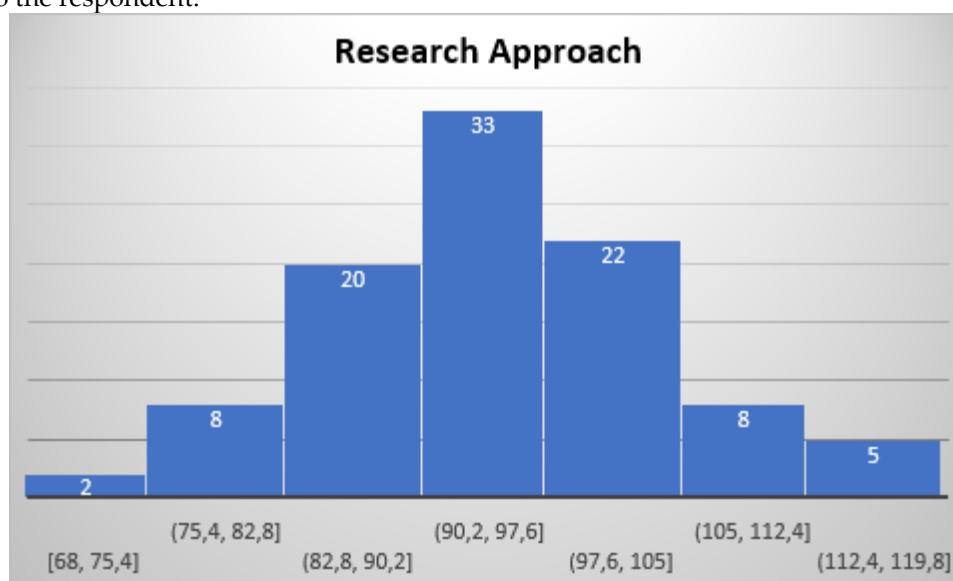


Figure 1. Histogram of Educational Approach

3.1 Curriculum Approach as a Tool for Generating Competitive Human Resources at PTKIN

Curriculum Approach as a Tool for Generating Competitive Human Resources at PTKIN UIN Imam Bonjol has tried to create competitive human resources at PTKIN through a curriculum approach consisting of a self-esteem approach, a conducive creative approach, a value clarification and moral development approach, an inquiry approach, a pictorial riddle approach, and a synthetic approach. Ninety-eight respondents obtained a minimum score of 72, a maximum score of 99, and an average score of 81.09. This shows that the average respondent is 81.09: 25 items, the number is 3.24 which is in the Agree category (3).

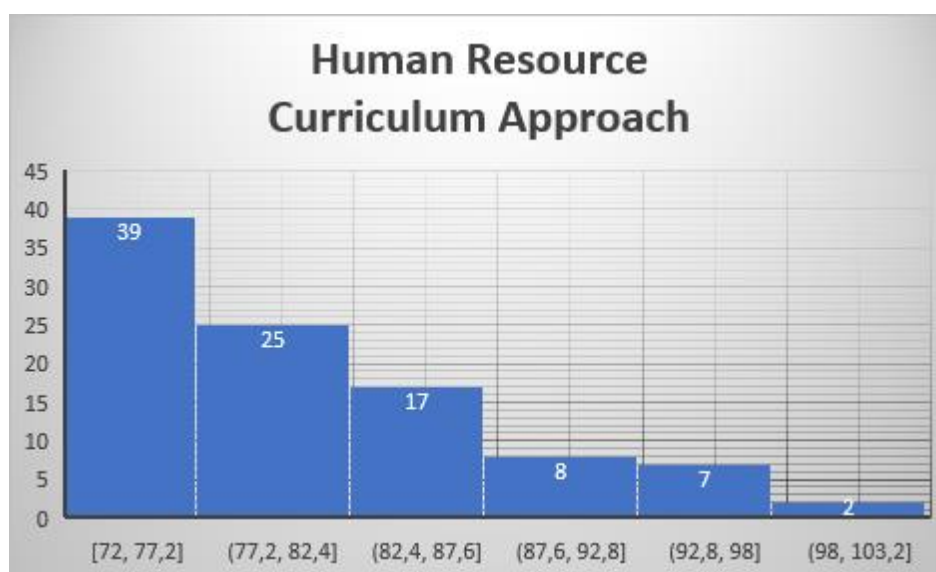


Figure 2: Histogram of Curriculum Approach

3.2 Leadership Approach as an Effort to Generate Competitive Human Resources at PTKIN

The analysis of the leadership approach in producing competitive human resources at PTKIN is carried out using the trait approach, expertise approach, information technology approach, leadership style approach, situational approach, transformational approach, scientific approach, team approach, and psychodynamic approach. In realizing competitive HR in PTKIN, 31 questions were obtained from 98 respondents, obtained a minimum score of 67, a maximum score of 214, and an average score of 92.98. This shows that the average respondent chooses an answer of 2.9, which is in the category of answering Agree (3).

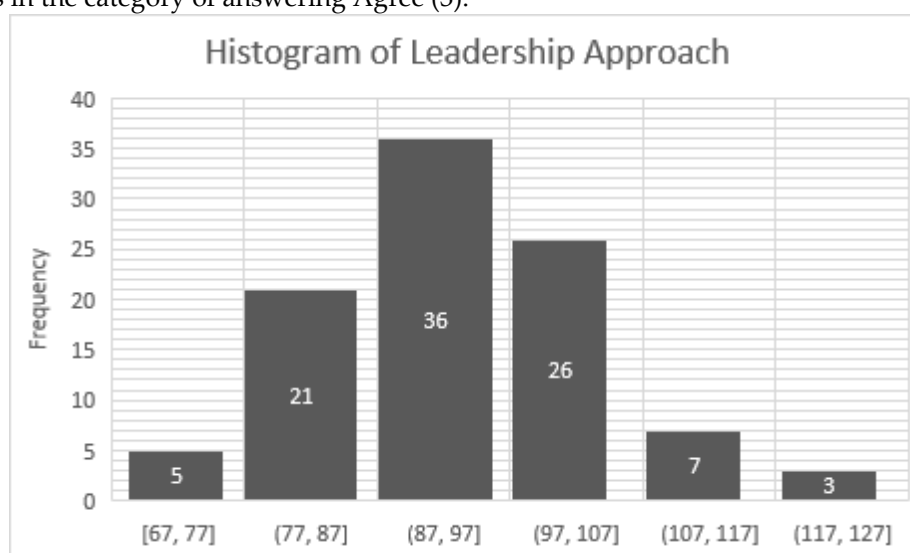


Figure 3: Histogram of Leadership Approach

3.3 Economic Approach as a Media to Produce Competitive Human Resources at PTKIN

Analysis of UIN Imam Bonjol's efforts to create competitive human resources at PTKIN using an economic approach consisting of a scientific approach, a competency/soft skill approach, and a skills approach, an attitude approach was captured with 30 questions from 98 respondents, obtained a minimum score of 63, a maximum score of 120 and the average score is 91.25. This shows that the average respondent chooses an answer of 3.04, namely Agree (3).

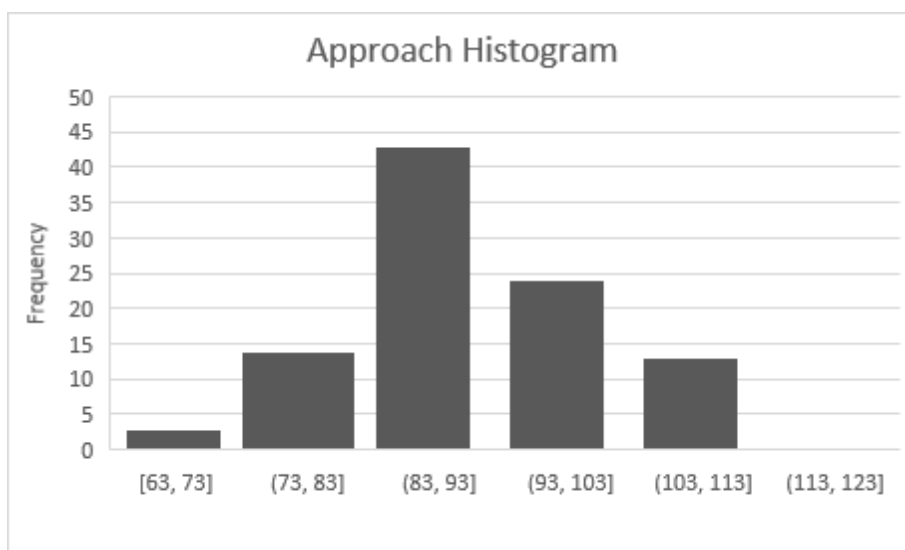


Figure 4: Histogram of Economic Approach

3.4 Vision Approach as a Spirit to Produce Competitive Human Resources at PTKIN

Descriptive analysis of the vision approach in realizing competitive human resources at PTKIN includes the vision as a future desire to be realized, the vision must have support from various parties in realizing the vision, has a commitment to realizing the vision, the ability to accommodate well in realizing the vision, spiritual values that strong support for the realization of the vision, effective humanitarian relations support the realization of the vision, good humanitarian relations support the realization of the vision, innovative and creative staff encourage the realization of the vision, and high integrity supports the realization of the vision, 28 questions were collected from 98 respondents, obtained a minimum score of 59, the maximum score is 112, and the average is 92.88. These results show an average of 92.88:28 items, the respondents answered 3.3 (Agree).

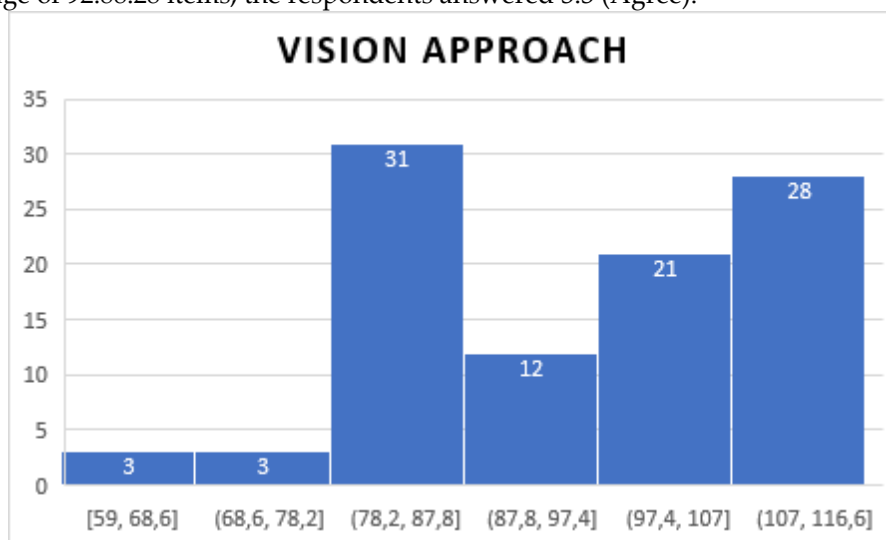


Figure 5: Histogram of Vision Approach

3.5 Competitive HR at PTKIN

Descriptive analysis of competitive human resources at PTKIN from the dimensions of student existence, management of student learning activities, student involvement in scientific activities, quality of graduates, quality of lecturers, infrastructure, and governance, netted with 28

questions, obtained a minimum score of 69, grades a maximum of 112, and an average of 95.03. These results indicate that the average respondent chose the answer 3.39, namely Agree (3).

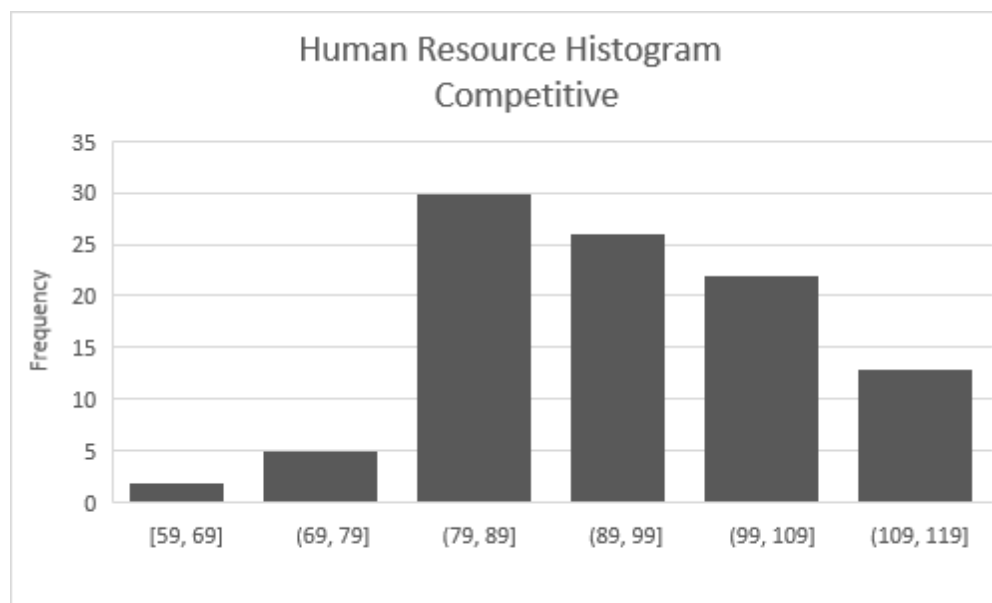


Figure 6: Histogram of Competitive HR

Statistical testing of research data can be carried out if the analysis requirements are met, including data with normal distribution and data originating from a homogeneous population. The normality test was carried out on the variables of the educational approach to learning, the curriculum approach to learning, the leadership approach in learning, the economic approach to learning, and the vision approach to learning. The Kolmogorov-Smirnov test shows that the data obtained follows a normal distribution, based on the output results, the Kolmogorov-Smirnov value is significant at $0.118 > 0.05$. Thus, the data are normally distributed, and the regression model has met the assumption of normality. The results of the data analysis above indicate that the significant probability value for each variable is > 0.05 . This shows that the research data is homogeneous, so it is feasible to use it to test the hypothesis.

Testing this effect is carried out with the F test, the F test produces the F_{hit} value $> F$ table. Because the calculated F value is $11.4 > F$ table at alpha 0.001. This indicates an influence of the educational approach on efforts to produce competitive human resources at PTKIN. This influence is proven true. The influence of the educational approach on efforts to produce competitive human resources in PTKIN is 10.7%, the remaining 89.3% is the influence of other variables that are not included in the scope of this research.

Testing this effect is done with the F test, the F test produces a calculated F value $> F$ table. Because the calculated F value = $7.64 > F$ table at 0.07 alpha. This indicates no significant influence of the curriculum approach on efforts to produce competitive human resources at PTKIN. Thus, this test has not been proven true. Testing this hypothesis is done with the F test, the F test produces a calculated F value $> F$ table. Because the calculated F value is $19.84 > F$ table at an alpha of 0.000. This indicates that there is a significant influence between lecturer leadership and efforts to achieve competitiveness at PTKIN. Thus, this hypothesis is proven true.

Testing this hypothesis is done with the F test, the F test produces a calculated F value $> F$ table. Because the calculated F value is $28.38 > F$ table at alpha 0.00. This indicates that there is an effect of the economic approach on learning efforts to achieve competitiveness at PTKIN. Thus, this hypothesis is proven true. The effect of the economic approach on efforts to achieve competitiveness in PTKIN is 22.8%, the remaining 77.2% is the influence of other variables that are not included in this study. Testing this hypothesis is done with the F test, the F test produces a calculated F value $> F$ table. Because the calculated F value is $33.70 > F$ table at an alpha of 0.000. This indicates that there is a significant effect

of vision with efforts to achieve competitiveness in PTKIN at a confidence level of 0.90. Thus, this hypothesis is proven true. The effect of vision on efforts to realize competitiveness at PTKIN is 26%, the remaining 73.4% is the influence of other variables that are not included in the elements of this research.

An interdisciplinary-based learning approach is active learning that combines several subjects into an active project that contains several concepts from those subjects. Students can connect concepts they have mastered from one subject with concepts from other subjects with new experiences they have to produce new knowledge. In this research, an interesting thing was obtained by applying a model like this. Based on the results of this research, some respondents expressed their agreement to use this approach with answers in the affirmative.

Discussion

Experience-Based Learning Approach

The Experience-Based Learning Approach implemented at UIN Imam Bonjol represents a foundational strategy in shaping competitive human resources (HR) within the context of Perguruan Tinggi Keagamaan Islam Negeri (PTKIN). With an average score of 94.93, respondents overwhelmingly expressed agreement (3.3) with the effectiveness of this approach. This underscores the pivotal role of experiential learning in enriching the educational experience and molding individuals with competencies and skills that extend beyond theoretical knowledge.

Experience-based learning transcends traditional classroom methods by actively involving learners in practical, hands-on experiences. This approach recognizes that individuals acquire a deeper understanding of concepts when they can apply them in real-world scenarios. The high average score indicates a strong consensus among respondents, reflecting a recognition of the practical value and efficacy of experience-based learning in the context of PTKIN. The multifaceted nature of the Experience-Based Learning Approach incorporates various methodologies, such as immersive learning experiences, real-world case studies, and hands-on projects. This diversity allows for a comprehensive integration of theoretical knowledge with practical application, preparing students to navigate the complexities of their future professional and academic endeavors.

The positive reception of the Experience-Based Learning Approach suggests that respondents perceive it not only as a pedagogical strategy but as a philosophy that acknowledges the importance of learning through active engagement. The agreement among respondents underscores the potential impact of this approach in shaping a cadre of competitive, well-rounded individuals capable of applying their knowledge in diverse contexts. In summary, the Experience-Based Learning Approach at UIN Imam Bonjol is not just about conveying information but about fostering a deeper understanding through active participation. The high level of agreement among respondents highlights the potential of this approach to enhance critical thinking, problem-solving skills, and the practical application of knowledge—attributes deemed essential for producing competitive HR.

Curriculum Approach

The Curriculum Approach adopted by UIN Imam Bonjol serves as a cornerstone in the institution's efforts to nurture competitive human resources within Perguruan Tinggi Keagamaan Islam Negeri (PTKIN). With an average score of 81.09, respondents expressed a substantial agreement (3.24) regarding the positive impact of the curriculum in generating competitive HR. This finding underscores the pivotal role of a well-structured and thoughtfully designed curriculum in shaping the educational experiences of students within the PTKIN framework. The

Curriculum Approach is a comprehensive strategy that integrates various components, including self-esteem development, creative thinking, value clarification, moral development, inquiry-based learning, pictorial riddles, and synthetic approaches. These elements collectively contribute to a holistic educational environment that aims not only to impart knowledge but also to cultivate the values and skills deemed essential for competitive HR. The average score of 81.09 indicates a generally positive

perception among respondents, reflecting their acknowledgment of the curriculum's role in shaping a well-rounded and competent workforce. This positive reception may stem from the curriculum's emphasis not only on academic knowledge but also on the development of critical thinking, ethical reasoning, and creativity.

The Curriculum Approach is not merely a static set of courses but a dynamic tool that transcends traditional teaching methodologies. It strives to create a conducive learning environment that encourages students to explore, question, and synthesize information from diverse sources. By incorporating elements such as moral development and creative thinking, the curriculum approach aligns with the broader goal of PTKIN to produce graduates who are not only academically proficient but also possess the ethical and creative dimensions necessary for success in their respective fields. In essence, the positive agreement among respondents regarding the Curriculum Approach highlights its significance in shaping the educational landscape of PTKIN. The approach acts as a foundational pillar, fostering the development of competitive HR equipped with the knowledge, skills, and ethical values essential for navigating the challenges of contemporary professional and academic domains.

Leadership Approach

The Leadership Approach at UIN Imam Bonjol represents a comprehensive strategy aimed at cultivating competitive human resources within Perguruan Tinggi Keagamaan Islam Negeri (PTKIN). With an average score of 92.98, respondents demonstrated a substantial agreement (2.9) regarding the positive influence of leadership in fostering competitiveness at PTKIN. This key finding emphasizes the critical role that effective leadership plays in shaping the learning environment and overall educational experience for students.

The analysis of the Leadership Approach encompasses various dimensions, including the trait approach, expertise approach, information technology approach, leadership style approach, situational approach, transformational approach, scientific approach, team approach, and psychodynamic approach. The high average score suggests that respondents perceive these leadership elements as instrumental in the creation of a conducive and competitive academic atmosphere. The Leadership Approach is designed to go beyond mere administrative functions and embrace a transformative role in shaping the ethos of PTKIN. It encompasses leadership qualities that extend from personal traits to the strategic implementation of information technology, fostering a culture of innovation and collaboration.

The transformational approach, in particular, emphasizes the importance of inspiring and motivating individuals to reach their highest potential. The average score of 92.98 indicates a strong alignment of respondent perspectives with the effectiveness of leadership practices at PTKIN. The high level of agreement suggests that respondents recognize the pivotal role of leadership in setting the tone for organizational culture, influencing the quality of teaching and learning, and ultimately contributing to the development of competitive human resources.

In essence, the Leadership Approach is not only about administrative oversight but is seen as a guiding force that shapes the academic environment. The positive perception among respondents highlights the importance of visionary and transformative leadership in the context of PTKIN, underlining its significance in nurturing a cadre of competitive individuals ready to meet the challenges of a rapidly evolving educational landscape.

Economic Approach

The Economic Approach implemented at UIN Imam Bonjol stands as a strategic initiative to shape competitive human resources within Perguruan Tinggi Keagamaan Islam Negeri (PTKIN). With an average score of 91.25, respondents demonstrated a notable agreement (3.04) regarding the positive impact of economic considerations in shaping competitiveness at PTKIN. This key finding emphasizes the interconnectedness of economic factors with the educational ecosystem, highlighting their role in preparing students for the demands of a dynamic professional landscape.

The Economic Approach encompasses a comprehensive analysis, including a scientific approach, a competency/soft skill approach, a skills approach, and an attitude approach. This multifaceted approach recognizes the importance of economic principles in equipping students not only with academic knowledge but also with the practical skills and attitudes necessary for success in their chosen fields. The average score of 91.25 reflects a favorable perception among respondents, indicating their recognition of the economic approach as a crucial element in producing competitive HR.

The integration of economic principles into the educational framework acknowledges the need for students to possess a comprehensive skill set, including not only subject-specific knowledge but also competencies that enhance adaptability and versatility in the professional arena. In essence, the Economic Approach serves as a bridge between the academic realm and the economic realities students will encounter in their careers. By emphasizing scientific rigor, soft skills development, practical skills acquisition, and the cultivation of a positive attitude, PTKIN aims to ensure that its graduates are well-prepared to navigate the complexities of the job market. This positive agreement among respondents underscores the alignment of perceptions regarding the significance of economic considerations in shaping the educational experience at PTKIN. The Economic Approach emerges not only as a theoretical framework but as a practical strategy to equip students with the holistic skill set required to thrive in a competitive and ever-evolving professional landscape.

The Economic Approach is a strategic response to the evolving demands of the workforce, recognizing that a narrow focus on academic knowledge may fall short in preparing students for the multifaceted challenges of their future careers. The inclusion of a scientific approach ensures a foundation of rigorous inquiry, while the emphasis on soft skills and attitudes acknowledges the importance of interpersonal and communication skills, adaptability, and a positive work ethic. The average score of 91.25 suggests a favorable reception among respondents, indicating that they perceive the Economic Approach as a valuable contributor to the development of competitive HR. The positive agreement implies that the integration of economic principles into the educational framework aligns with the expectations and needs of students, enhancing their preparedness for success in a diverse and dynamic professional landscape.

In conclusion, the Economic Approach at UIN Imam Bonjol not only recognizes the economic dimensions of education but also seeks to bridge the gap between academic knowledge and practical application. By fostering a holistic skill set, including scientific rigor, soft skills, and positive attitudes, PTKIN aims to produce graduates who are not only academically proficient but also well-equipped to thrive in a competitive and ever-evolving job market.

Vision Approach

The Vision Approach implemented by UIN Imam Bonjol stands as a visionary strategy aimed at cultivating competitive human resources within Perguruan Tinggi Keagamaan Islam Negeri (PTKIN). With an average score of 92.88, respondents demonstrated a substantial agreement (3.3) regarding the positive influence of a visionary perspective in fostering competitiveness at PTKIN. This key finding emphasizes the importance of a well-defined and shared vision in steering the institution toward educational excellence and producing graduates poised for success.

The Vision Approach is dissected through a descriptive analysis, exploring dimensions such as future aspirations, stakeholder support, commitment, accommodation, spiritual values, humanitarian relations, staff creativity, and integrity. The high average score suggests that respondents perceive these elements as integral components of a robust vision that contributes to the creation of a vibrant and competitive academic community. The vision, as a future-oriented desire to be realized, serves as a guiding force for the entire institution. Stakeholder support and commitment ensure that the vision is not merely an abstract concept but a shared goal embraced by the academic community.

The accommodation of diverse perspectives and the infusion of spiritual values create a holistic environment that nurtures the personal and intellectual development of students. The average score of 92.88 signifies a strong consensus among respondents, indicating their acknowledgment of the Vision

Approach as a powerful force in shaping the institutional identity of PTKIN. The positive perception underscores the role of a well-crafted vision in providing direction, fostering innovation, and instilling a sense of purpose among students and staff alike. In essence, the Vision Approach is not only about setting goals but about creating a narrative that inspires and mobilizes the academic community toward shared objectives.

This key finding emphasizes the importance of visionary leadership and a collective commitment to a future that aligns with the values and aspirations of PTKIN. The positive agreement among respondents indicates a shared belief in the transformative potential of a clear and compelling vision in creating a competitive educational institution. In summary, the Vision Approach at UIN Imam Bonjol transcends a mere strategic roadmap; it becomes a unifying force that shapes the culture and identity of the institution. The positive reception among respondents suggests that a well-defined and inspiring vision is not only desirable but crucial in fostering a competitive and dynamic academic environment.

4. CONCLUSION

Based on the results of research conducted at a state Islamic university in Padang on an interdisciplinary approach (educational approach, curriculum approach, leadership, economic approach, and vision approach) in learning, students have been able to make students competitive at PTKIN because they are inspired to learn so that they have broad knowledge and complex needed in this era of globalization, able to solve problems because problems in the era of globalization are not solved with only one knowledge, increase the ability and skills to use information technology. Without these abilities and skills, it is difficult for students to compete with other students. This research has a number of limitations, namely the number of respondents is still small so the data obtained is not much. The more data that can be obtained, the more information that can be obtained. It is hoped that in the future researchers will be able to dig up more information with a larger number of respondents.

REFERENCES

- Austin, J. E. (2010). *The collaboration challenge: How nonprofits and businesses succeed through strategic alliances*. John Wiley & Sons.
- Aziona, C., & Oksitucz, A. (2019). A teaching model to promote learning agility in a university course. *The Independent Journal of Teaching and Learning*, 14(1), 6-18.
- Bhawsar, P., & Chattopadhyay, U. (2015). Competitiveness: Review, reflections and directions. *Global Business Review*, 16(4), 665-679.
- Collins, J. C., & Porras, J. I. (1996). Building your company's vision. *Harvard Business Review*, 74(5), 65.
- Daley, J., & Baruah, B. (2021). Leadership skills development among engineering students in Higher Education—an analysis of the Russell Group universities in the UK. *European Journal of Engineering Education*, 46(4), 528-556.
- Falk, R., & Kim, S. S. (2019). *The War System: An Interdisciplinary Approach*. Routledge.
- Fitri, A. Z., Nafis, M., & Indarti, L. (2020). Multidisciplinary, interdisciplinary, and transdisciplinary (MIT) learning approach and strategy based on Indonesian National Qualification Framework (KKNI) curriculum. *Ulumuna*, 24(1), 183-204.
- Friday Mbon, U., Omorobi Omorobi, G., Owan, V. J., & Asuquo Ekpenyong, J. (2019). Analysis of the quality of educational resources and effective instructional service delivery in Nigerian Universities.
- Mbon, UF, Omorobi, GO, Owan, VJ, & Ekpenyong, JA (2019). *Analysis of the Quality of Educational Resources and Effective Instructional Service Delivery in Nigerian Universities. International Journal of Education and Evaluation*, 5(7), 25-34.
- Gagnon, L. (2021). Introduction to Aging: A Positive, Interdisciplinary Approach. *The Gerontologist*, 61(3). <https://doi.org/10.1093/geront/gnaa211>

- Gillies, R. M., & Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. *Teaching and Teacher Education*, 26(4), 933–940.
- Halberstadt, J., Timm, J. M., Kraus, S., & Gundolf, K. (2019). Skills and knowledge management in higher education: how service learning can contribute to social entrepreneurial competence development. *Journal of Knowledge Management*, 23(10), 1925-1948.
- Hengki Primayana, K. (2016). Manajemen Sumber Daya Manusia Dalam Peningkatan Mutu Pendidikan Di Perguruan Tinggi. *Jurnal Penjaminan Mutu*, 1(2), 7. <https://doi.org/10.25078/jpm.v1i2.45>
- Hill, H. C., Charalambous, C. Y., & Kraft, M. A. (2012). When rater reliability is not enough: Teacher observation systems and a case for the generalizability study. *Educational Researcher*, 41(2), 56–64.
- Kurniawan, B., Purnomo, A., & . I. (2020). Pelatihan Penggunaan Aplikasi Google Classroom Sebagai Upaya Peningkatan Pembelajaran Online Bagi Guru Matapelajaran IPS MTs Di Kota Malang. *International Journal of Community Service Learning*, 4(1). <https://doi.org/10.23887/ijcsl.v4i1.22236>
- Narimawati, U., Soegoto, E. S., & Kartini, D. (2018). ASEAN Community and Indonesia's Competitiveness in Higher Education: A Need for Market Orientation. *Asian Journal of Scientific Research*, 11, 449-455.
- Ozdem, G. (2011). An analysis of the mission and vision statements on the strategic plans of higher education institutions. *Educational Sciences: Theory and Practice*, 11(4), 1887–1894.
- Pujianti, Y., Syarah, E. S., & Gunarti, W. (2023). Teacher's Understanding of Project Learning Models through Children's Comics with STEAM Content in Indonesia. *Jurnal Pendidikan Usia Dini*, 17(1), 82-97.
- Ralph, S. (2012). Introduction: An interdisciplinary approach to the study of violence. *The Archaeology of Violence: Interdisciplinary Approaches*, Vol. 2.
- Ritella, G., & Loperfido, F. F. (2021). Students' self-organization of the learning environment during a blended knowledge creation course. *Education Sciences*, 11(10), 580.
- Robeyns, I. (2003). *The Capability Approach : An Interdisciplinary Introduction*. Development.
- Senge, P. M. (2014). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. Currency.
- Senge, P. M. (2017). *The leaders new work: Building learning organizations*. Routledge.
- Siahaan, A. T. A. A., & Taufik, A. (2018). Keterampilan Komunikasi Guru Profesional di Sekolah. *IJTIMAIYAH Jurnal Ilmu Sosial Dan Budaya*, 2(1).
- Sobel, C. P., & Li, P. (2013). *The cognitive sciences: An interdisciplinary approach*. Sage Publications.
- Steiner-Khamsi, G. (2014). Comparison and Context: The Interdisciplinary Approach to the Comparative Study of Education. *Current Issues in Comparative Education*, 16(2), 34–42.
- Sulisworo, D. (2016). The Contribution of the education system quality to improve the nation's competitiveness of Indonesia. *Journal of Education and Learning (EduLearn)*, 10(2), 127-138.
- Tange, H. (2010). Caught in the Tower of Babel: university lecturers' experiences with internationalisation. *Language and Intercultural Communication*, 10(2), 137–149.
- Trainor, J. E., Murray-Tuite, P., Edara, P., Fallah-Fini, S., & Triantis, K. (2013). Interdisciplinary approach to evacuation modeling. *Natural Hazards Review*, 14(3), 151–162.
- You, H. S. (2017). Why Teach Science with an Interdisciplinary Approach: History, Trends, and Conceptual Frameworks. *Journal of Education and Learning*, 6(4), 66. <https://doi.org/10.5539/jel.v6n4p66>