

Transformative Learning Management as A Learning Solution in MIS Islamiyah Muhammadiyah Walikukun Ngawi

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ABSTRACT

Transformative learning is a form of education directed at achieving the search for solutions to problems that occur. Consequently, learning should be based on a critical attitude towards the self and environment of the learners. Transformative learning makes everyone involved in education aware that learning brings action and reflects effort. This study aims to explain *transformative learning management* in MIS Islamiyah Muhammadiyah Walikukun Ngawi. This research is field research. Data analysis is done using the triangulation method by sorting, grouping, and concluding. The results showed that *self-transformation* is a fundamental concept of learning applied in MIS Islamiyah Muhammadiyah Walikukun. This basic foundation encourages schools to change the learning process's structure, characteristics, and substance. In this case, the educator's function is a facilitator in providing a stimulus for changes in the attitudes and behavior of students in facing and solving problems that exist in themselves and their environment.

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1. INTRODUCTION

Rapid technological developments require teachers to be more literate to use it as an optimal and exciting medium and teaching material in presenting material to students. Moreover, teachers must act as facilitators, dynamists, and motivators in learning. In the current era of globalization, technological developments are increasingly sophisticated, so a change in learning models is needed (Hazal Fitri, 2015). There is still a lack of teacher cooperation in schools that are formally - structurally arranged to achieve educational goals, which involve the human component, infrastructure, facilities, atmosphere, space, time, funds, and various regulations. Academic staff encourage the entire learning process and manage several funds correctly and responsibly (Gemnafle & Batlolona, 2021).

The nature of learning is a process of interaction that occurs between students and educators. Learning is the process of a person exploring new knowledge and experiences from previously known ones (Cochrane, 2016). The learning process is not only about transferring material but also

mindsets and actions. The material is only the initial concept to provide understanding to students. Then the subsequent learning is the existence of personal awareness in students to change behavior and mindset over time (Schnepfleitner & Ferreira, 2021). The transformative learning process explores the potential and characteristics of each student so that a solid personal awareness arises to think critically and socially (Mohamad Abdel-Haq et al., 2019). Transformative learning tools foster students' desire to learn because the best motivation to learn comes from internal or self, so it becomes the main point of implementing the transformative learning process (Nwagu, 2020). Transformative learning is a process in which a person experiences a change in his frame of reference. This framework defines what is known and how people know. A person who experiences this type of change means gaining the ability to reflect critically on the assumptions, beliefs, values, and perspectives inherent in oneself and others. However, this process involves not only cognitive and rational operations but also dynamic movement, so the role of educators is limited as a facilitator for this process (Imsiyah, 2014).

Thomas L. Good (1978) said that besides that, the factor the determinant of a good classroom atmosphere is how the teacher manages the class, especially the technique of keeping the class attentive to the lesson and engaged in independent activities. Therefore, teacher credibility is needed to gain respect from students so that teachers can become players of the teacher (Muhlasin, 2019). An educator acts as a facilitator in the learning process, providing freedom to students and developing their potential and abilities by providing learning activities that stimulate students to want to learn (Sivagnanam, 2016). Formative learning occurs when an individual experiences a new experience that solves previous perceptions (Schnitzler, 2020). The new experience causes a person to experience a *disorienting dilemma* to the perception or belief that they consider correct so that an individual enters a personal critical stage (Sims & Cunliff, 2022).

The critical stages experienced encourage an individual to check his perception so far by confirming the environment to seek the truth (Arbeiter & Bucar, 2020). In the transformational learning process, an educator provides a stimulus to encourage students to be curious so that they are willing to learn and prove justification. An educator provides discussion topics to be studied as discussion material during the learning process (Chisolm et al., 2020).

Based on previous research according to (Sims & CUNLIFF, 2022) In the midst of a period of change and transition, we gain insight through reflection. This retrospective review examines the relevance and vitality of the Journal of Transformative Learning (JoTL) as the authors conclude their six years of JoTL co-editors. Achievements include expanding the Editorial Board, converting to a new publishing platform, and achieving the timely release of several volumes including three special editions and four conference proceedings. With deep appreciation and gratitude, the editors share thoughtful conclusions about the future of transformative learning which must certainly include more specific problems, more theories, frameworks, and models, more conference proceedings, and more opportunities for engagement. mentored students. As for research (Gozik & Hovey, 2007) the four main benefits that faculty report is cultural and intercultural learning, further development of their research interests and professional networks, more profound student knowledge, and a rejuvenating sense of teaching. While these findings support related research that suggests strengthening internationalization efforts, the authors argue that their study supports transformative learning approaches that will enhance faculty development through reflection and long-term benefits to the institution. Edward Taylor's (Kitchenham, 2015), developmental perspective on transformative learning to "rebel thinking." The best aspect of transformative learning theory (TLT) is its emphasis on critical reflection. According to Mezirow, the review can take several forms. Still, he argues that, on a broad scale, there is a direct reflection, or the act of "deliberate judgment" of one's actions (Mezirow, 1995, p. 44) and critical reflection that examines not only the nature and consequences of the action but also what circumstances led to the action.

Preliminary observations made at MIS Islamiyah Muhammadiyah Walikukun Ngawi showed that students were competing to find material and study the topic of discussion so that during the

debate, all proceeded by providing perception information to each other. This simple example further clarifies the purpose of the transformative learning process in students to transform the frame of reference and mindset. Transformative learning hones students' ability to think critically and logically so that the transformation of these perspectives over time can make students mature and wise (Murphy, 2021). The transformative learning process involves learners' congenital-rational, communicative-social and affective-emotional aspects (Biasin, 2018). Madrasah Ibtidaiyah Swasta Islamiyah Muhammadiyah Walikukun Ngawi pointed out that starting from the 2022/2023 school year, a prominent theme accompanies the Merdeka Belajar Program implementation: transformative learning. This learning is in line with the concept of Merdeka Belajar in creating students' independence as individuals who intersect with society. In addition, transformative learning demands a meaningful learning process for students. Based on the abovementioned description, this study aims to determine *transformative learning management* as a learning solution at MIS Islamiyah Muhammadiyah Walikukun Ngawi.

2. METHODS

The research method used in this article is qualitative research with a descriptive approach; the researcher analyzes the transformation of learning in the classroom so that it involves the principal. According to Bogdan, qualitative research can be used to uncover and understand something behind a phenomenon that is not at all known in the field (Biklen, 1988) Whereas (Guba, 1983). Explain qualitative methods as well as instruments to examine human activities, both in terms of seeing, hearing, reading, and the like Objects of research (sources of information) according to (Suharsimi, 2007) is the person or anything that is the subject of research (Sugiyono, 2011). The study was conducted at MIS Islamiyah Muhammadiyah Walikukun Ngawi. Data sources are obtained from observation processes, interviews, and documentation. The data is also supported by various literature, theoretical studies, and research results that are the focus of this research. Data analysis is done using the triangulation method by sorting, grouping, and drawing conclusions. While the data sources consist of two primary data sources, namely classroom teachers and students, and secondary data sources, including; books, research journals, magazines, and the web related to this research data. The data collection technique is done using observation, interviews, and documentation. All data relating to the principal's leadership were collected and analyzed descriptively. As stated by (Robiasih et al., 2021)“ The qualitative analysis consists of data reduction, data presentation, and drawing conclusions or verification. Data analysis was carried out simultaneously during data collection until after data collection. Qualitative analysis allows researchers to draw research results based on existing data related to Transformative Learning Management As A Learning Solution. Data analysis was done using the triangulation method by sorting, grouping, and drawing conclusions.

3. FINDINGS AND DISCUSSION

Findings

Transformative learning can be broken down into four: *first, learning for consciousness-raising*. Transformative learning is a way to increase student awareness of all aspects, ranging from economic, social, cultural, and political. Understanding the environment of society, nation and state make an individual have a high sense of sympathy and empathy for the problems that occur so that in the future, they will think positively to help solve problems from the realm of their abilities (Daramola, 2018).

Second, learning for critical reflection. Each student has a different perception of interpreting something. Transformative learning educates, directs, and accustoms learners to respond to new perceptions with *open-mindedness* (McRae, 2015). What is already believed becomes an assumption that is owned, then, with the presence of a new perception, reflects what has been considered before. Habituation provides new perceptions that are carried out continuously to train learners to develop

perceptions of obtaining the truth from various points of view (Dix, 2016). Over time the ability to reflect on a new mindset will be soulful, so learners can efficiently act according to the reflection of new wise and grounded thinking (Kaowiwattanukul, 2020). *Third, learning for development.* An educator educates students to grow up to develop from one level to follow. The formative learning process is one of the ways for an educator to control the development of students to run well from all aspects so that along with their product, an attitude of maturity can be formed optimally for the provision of living the next life (Baumgartner, 2019). *Fourth, learning for individuation.* The transformative learning process encourages students to be active in the learning process. Students as the main actors in carrying out every teaching and learning process. With this, it can be concluded that transformative learning is learning that is carried out with the orientation of students as learning controllers through different approaches adapted to the uniqueness of each student (Sharpe, 2016). Educators hope to maximize the formation of individuals starting from awareness, development, and change (Spooner & John, 2020).

Based on the results of the interview from the principal of the Pendi school, he stated that "transformative learning management for my teachers always updates information from internet access data about interesting learning videos", with digital literacy other teachers will participate in using digital access in learning at school. Digital media proficiency is one of the pedagogic competencies that teachers must possess. Teachers must be able to utilize and use communication and information technology functionally and incorporate it into learning.

This is reinforced by documentation data Madrasah Ibtidaiyah Swasta Islamiyah Muhammadiyah Walikukun Ngawi is an elementary school-level education unit located at Jl. KH. Agus Salim No.52, Walikukun, Widodaren District, Ngawi Regency, East Java Province. The school was established in 2011 and is accredited B, based on certificate 133/BAN-S/M.35/SK/X/2018. MIS Islamiyah Muhammadiyah Walikukun this year developed the concept of transformative learning as follows:

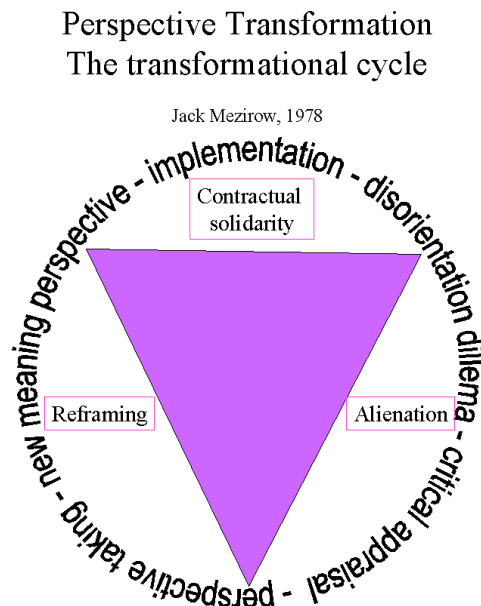


Figure 1. Transformative Learning Concepts
Source: (Ristina, 2014)

The basic concept of transformative learning is influencing changes in clear and directed frames of reference (Meerts-Brandsma et al., 2020). Various values, attitudes, norms, and various things inherent in the self and the environment are things that can be reflected. The implementation of transformative learning uses strategies to develop it. The transformative learning process can be

carried out by starting the process of testing assumptions, thinking critically during dialogue in the discussion segment, and drawing conclusions from the discussion process that has been carried out (Jones, 2016). In addition to the phrase conveyed by the principal, Pendi said that "the ability to create meaningful and creative content and its interpretation is important for teachers in schools to convey messages accurately and unambiguously". Asadi stated that "digital literacy helps him in teaching in obtaining information that will be the basis for decision making in the world's digital transformation process in schools".

Students of MIS Islamiyah Muhammadiyah Walikukun Ngawi have the same opportunity to express their opinions and abilities. There are 5 (five) steps in the transformative learning process at MIS Islamiyah Muhammadiyah Walikukun so that the transformation process of each student peseta is successful, namely, *Activating Event*. The ability of an educator to provide learners with new knowledge and learning experiences. Indirectly, the process can make students aware of their limited knowledge and experience. Before arriving at the process of inventorying the ignorance of learners, an educator must examine the background of the learners well (Ndemanu & Coronel-Molina, 2022). This needs to be done because it can make it easier for an educator to arouse the passion for learning of his students through the delivery of different points of view at the time of learning to cause disorienting dilemmas. Secondly, ketersediaan space. The following process after an educator successfully intervenes in ignorance of student knowledge is to accompany students to identify the initial assumptions they have to create space to interpret their initial assumptions based on their understanding (Pandey, 2019). Educators condition and invite students to think critically about a problem, provide a prediction with a brief explanation of an issue or problem and how the procedure must be carried out to solve the problem, and then emphasize the existing ideas by evaluating them based on their beliefs.

Third, critical reflection. In addition to the learning process, educators train students by giving independent tasks to train their independence to respond to a problem and solve it (Schneppfleitner & Ferreira, 2021). Educators ask students to create a scientific journal with a schedule that starts from the process of compiling questions, observing, and conducting experiments. *Fourth*, discursus critical by dialogue and discussion. Educators invite students to form discussion groups in each class (Chao, 2017). Each group is given a problem, or educators provide a theme, and each group looks for a discussion title that will be used as a specific discussion. The purpose of an active discourse is to have a dialogue, train students to think critically, and teach them to dare to convey their arguments. At the end of the discourse activity, an educator as a facilitator and mediator gives the conclusions of the discussion so that students can get a new paradigm that is the same. Educators carry out discourse activities with students on an ongoing or periodic basis. *Fifth* the opportunity to test and implement new perspectives (Wiley et al., 2021). Educators allow each learner to explore and accept new perspectives. The space to confuse the previous assumptions with the new ones so that they can adapt the new premises in the form of knowledge and experience in the learning process (Alhadef-Jones, 2012). The implementation of the educator invites students to understand, practice, and test perspectives together.

One approach that can be taken from transformative learning at MIS Islamiyah Muhammadiyah Walikukun is rational-cognitive, where students transform their mindset and behavior (*change in cognitive behavior*). The transformative learning process wants to envision the function of education in forming a whole human being, namely an individual who can be rational and analytical (Fasli & Fasli, 2019).

Discussion

Transformative Learning Management

An individual who can be rational puts his mind in logic on every action (Fauzi & Sastra Khusuma, 2020). When acting daily, you will think about ethics or existing norms so that they do not deviate in the association nyes. Rational in humans is divided into 2 (two), namely reasonable values

and goals. A goal-oriented individual in acting on goals, how to realize and what are the consequences so that in performing it, is clear direction (Setyo et al., 2018). At the same time, rational values consider ethical, religious, and cultural values in behavior (Taylor, 2017). An individual with an analytical attitude has controlled behavior and is not reckless.

Naturally, the analysis makes humans have a personality that likes to study in detail or in-depth the Event to then be able to decide (Ziegler, 2019). Rational and analytical thinking have an inseparable close relationship that significantly impacts human life (Iafrate, 2018). An individual who thinks rationally and analytically always behaves wisely because he considers various things in making decisions and acting (Sakinofsky et al., 2018). The transformative learning process educates, directs, and accustoms students to become human beings who have a noble personality with character by balancing their lives through critical-reflective, congenital, emotional, and spiritual aspects so that in the future they can become a leading role in leading themselves and the environment (Deveci, 2014).

The transformative learning scheme at MIS Islamiyah Muhammadiyah Walikukun is *life base learning*, where students are given a complete awareness that the perpetrator of life is himself. He is the one who is in charge of solving the problems faced. Thus creativity and independence are essential aspects.

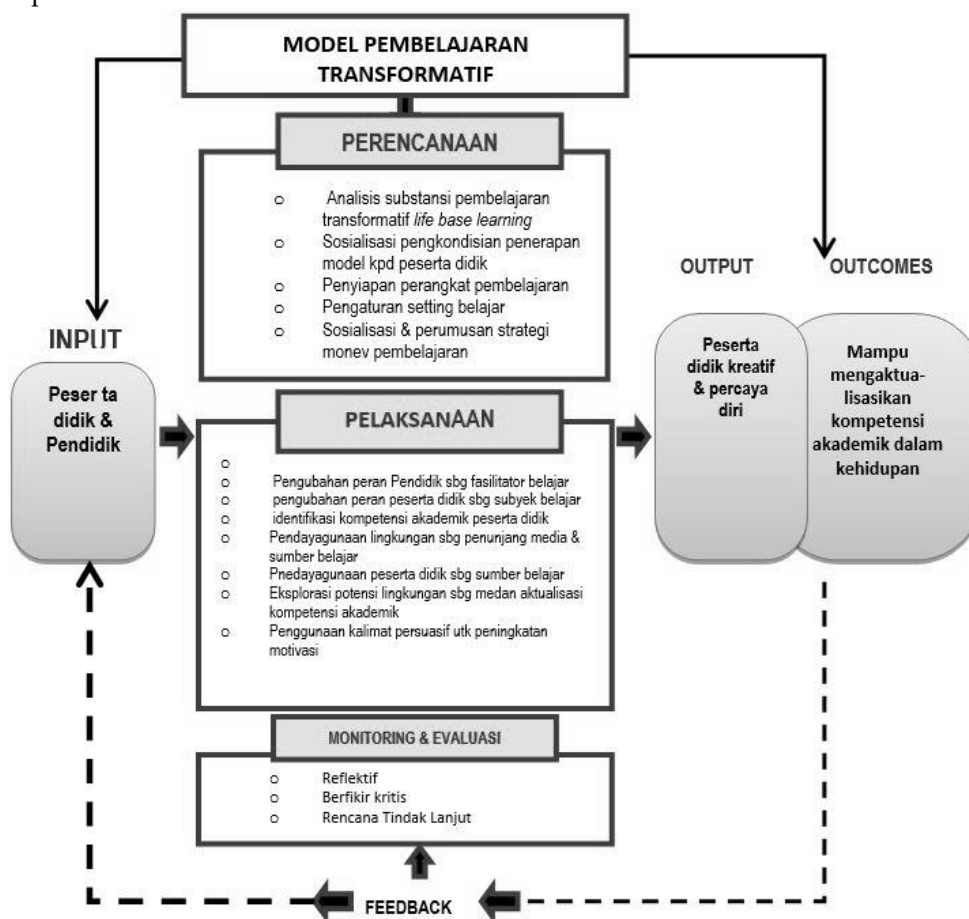


Figure 2. Transformative Learning Management

Source: (Hardika et al., 2020)

Transformative learning strategies are carried out through complete implementation and understanding that the learning process is not just a *transfer of knowledge* but also builds self-concept on each side of the learners. *Self-transformation* carried out by transformative learning can progressively provide solutions to changing times. The education obtained by students in the education unit is a hope and dream of realizing a better life (Sari & Setiawan, 2018). Future

generations are expected to have a noble character to bring the nation's progress towards prosperity to avoid destruction involving ages involving brawls, promiscuity, drugs, and other crimes. Character education has a concept that prioritizes moral intelligence rather than intellectual skill; what is the use of academic brilliance and abilities if the younger generation grows up to have an immoral personality (Fajriah, 2017)? Realizing the golden age of education must produce a generation that controls development and progress, not the opposite of a generation manipulated or deceived by change (Fatkhurrohman et al., 2018). The generation must have an independent, critical attitude and be able to face and find solutions to the problems encountered (Albeta et al., 2021). The government's efforts to realize this through methods or strategies used in education through the learning process. One of them uses transformative learning strategies where students are the main actors. Transformative learning indicators are carried out throughout the planning the evaluation process. This is done to make changes that can occur at any time to lead to *continuous improvement of the learning system* (continuous improvement). For this reason, transformative learning must always be carried out objectively and visionary.

4. CONCLUSION

Transformative learning does not necessarily apply to all learning processes. Preliminary research is needed that can identify each of the strengths and weaknesses of the learning itself, which has been taking place in an academic unit. With transformative learning, educators become drivers of creativity and student learning independence. This allows students to do rational thinking, reflect on thoughts and actions, and give new meaning to the learning process. By basing themselves on rational-cognitive, students change their mindset and behavior (change in cognitive behavior). The limitation of the research is that it is in the time of the learning process so that it is less effective. This research recommendation requires an independent learning curriculum and regular training

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