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Research paper

The 'Holistic- Systemic' Academic Management Model of the Faculty of *Tarbiyah* and Education, Sunan Kalijaga State Islamic University, Yogyakarta in Disruption Era (Benchmark to Melbourne Graduate School of Education)

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Abstract

The faculty of Tarbiyah and Education at the State Islamic University Sunan Kalijaga Yogyakarta has experienced disorientation in terms of its graduates. Moreover, academic staff and stakeholders are susceptible to disappoint toward the future of the graduates. It is expected that the graduates will be equipped with various skills of teaching as well as the mastery of educational philosophy. In fact, the faculty of Tarbiyah and Education seems to be, to some extent, neglectful to this focus. The faculty has also undergone some perplexity in terms of academic as well as organizational management. To address this issue, the Melbourne Graduate School of Education (MGSE) has been taken as the role model for the improvement of the faculty. This article describes the current situation appear in the Faculty of Tarbiyah and Education as well as the existing state at the Melbourne Graduate School of Education. Then, it proposes the future model of the Faculty of Tarbiyah and Education based on the benchmarking activities done at the Melbourne Graduate School of Education. It is assumed that by implementing the MGSE's best practices which is suited into the faculty's specific circumstance, the Faculty of Tarbiyah and Education will be enhanced and gains its focus on teaching and education areas which will likewise improve its graduates' performance. Furthermore, this article will also be enlightening for researchers and practitioners in the area of higher education particularly in relation to the management of the faculty of education.

***Keywords**: Faculty of Tarbiyah and Education; Melbourne Graduate School of Education; Academic Model*

1. Introduction

The faculty of *Tarbiyah* and Education of Sunan Kalijaga State Islamic University has been an outstanding source of reference among other Islamic education faculties in terms of academic excellence. This fact emerged as a result of several conditions. Firstly, the faculty of *Tarbiyah* and Education is the oldest education faculty organized under the ministry of religious affairs of the Republic Indonesia. Thus, most of the ministry's decision makers were graduated from the faculty of *Tarbiyah* and Education. Secondly, it has massive cooperation linkage with a number of renowned higher education institutions, both in national and global level. Thirdly, the national association of dean of the faculty of *Tarbiyah* and Education (FORDETAK), the lecturers association, the study program education staff association were initiated by the faculty of *Tarbiyah* and Education of Sunan Kalijaga State Islamic University. Having a role as a 'mother', the faculty of *Tarbiyah* and Education of Sunan Kalijaga state Islamic University is required to generate continuous innovation both in terms of scientific development and managerial improvement. Thus, it is expected to bear positive impressions for other education faculty under the ministry of religious affairs of the Republic Indonesia.

Since the establishment of the faculty's integrated program (bachelor, master, and doctorate degree) coupled with the growing demand on schools' educational staff, the number of students enrolled in the faculty has increased significantly. However, several problems also emerged along with this reform such as disorganized academic management, redundant curriculum, insufficient numbers of lecturers, and ambiguity between teaching-purposed study programs and educational expert study programs. This resulted in a paradox in which the number of students increases yet, to some extent, stakeholders' satisfaction decreases. Some of the stakeholders' demands are the quality improvement in terms of managerial processes, two ways-dialogues educational processes, more relevant curriculum as well as enhanced research and laboratory facilities. These issues inevitably need to be addressed immediately to support the development of the faculty, particularly in achieving its vision to be the eminent research faculty.

Therefore, the faculty of *Tarbiyah* and Education of Sunan Kalijaga State Islamic University needs to decide on a qualified prominent educational institution as a role model to develop its current state. Based on preliminary study done by the research team, the Melbourne Graduate School of Education (MGSE) is eventually taken as the model due to comparable condition appeared within both institutions. Moreover, MGSE also runs various study programs similar to that of the faculty of *Tarbiyah* and Education. Thus, referring to MGSE, the improvement of the faculty of *Tarbiyah* and Education will gradually be realized such as establishing division between master of teaching study programs and master of education study programs.

Hence, developmental research carried out by the faculty's benchmarking onto MGSE is critical since benchmarking is vital

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as the source of best practices sharing which further leads to the institution ultimate performance. Nowadays, benchmarking is being increasingly applied to the quality management of higher education because without benchmarking institutional goals tend to be self-serving and preserving status-quo. Moreover, it also serves as remedy for institution's inertia (1). Benchmarking is 'a systematic process carried out by a specific organization in order to learn from the best ones on the local (national benchmarking) or global (international benchmarking) market through a comparative assessment of products, services, processes, methods, procedures and strategies' (2). The assessment and the knowledge obtained from the benchmarking will enable the faculty of *Tarbiyah* and Education to improve its quality in terms of the education and identify the reasons due to which MGSE obtain better results and improve the quality of a specific action (2).

2. Literature Review

Higher education has been considered as influential for the transformation of human beings into human resources which further increase the growth and the prosperity of a country (3). The World Declaration on Higher Education (4), Iñiguez (4) stated that the main mission of this institution is to educate, train and undertake research. This certainly entails the construction of a favorable environment that supports lifelong learning, the training of highly qualified diploma holders, as well as the creation and dissemination of knowledge. As a consequence, the power to influence change through basic teaching, research and knowledge creation and dissemination lays on higher education institutions (4).

Considering an ever changing global era, it has inevitably placed greater demands on higher education institutions, particularly with regard to requirements of recent knowledge transformation. Thus, these institutions are responsible to provide education which considerably responds to the global scheme in terms of knowledge creation (5) and teaching-learning services (4). Ramirez also stated that several conditions should be maintained to ensure the emergence of qualified higher education institution. One of the contributing factors is students' preparation to join the worldwide labor force and the proper curricula which suits the construction of the international community (4).

This idea is in line with the concept affirmed by (6). He asserted that in regard to a further transformation in which higher education is currently undertaking a change from a mass model – a model focuses on the transmission of skills to prepare students for a broader range of elite roles- to a universal model -a model emphasis on adapting the entire population to rapid social and technological change-, coupled with today's knowledge economies, this institution is expected to educate knowledge workers while generating research to promote and improve knowledge work (6). Moreover, McRoy and Gibbs (7) argue that quasi-market system of the public sector, including that of higher education institutions, is designed to achieve greater efficiency of resources usage and greater responsiveness to 'client'. Furthermore, it is asserted that 'universities prepare students for employment more effectively; contribute to improved economic competitiveness and to local economic success; and replace public investment with the merchant's penny whenever they are able' (7).

Responding to this critical transformation, there is growing perception of higher education as an industry. This view identifies public colleges and universities as quasi-corporate entities generating extensive array of goods and services in a competitive market place (8). In this respect, higher education institutions are also required to train highly skilled workers and contribute to the research base and capacity for innovation that determine competitiveness in the knowledge-based global economy as per OECD in year 2009 (9). However, the nature of the enterprise university should not neglect its initial character as knowledge and academic providers. This is well defined by Bowen & Whithaus (10): 'Universities do have to become more business-like in relevant respects at the same time that they have to retain their basic commitments to academic values' (11). In addition, higher education institutions should also adopt systematic and comprehensive quality management approaches in order to build integrated institutions' attempts to become more efficient, effective and client oriented (12). This perspective strongly addresses the notion of organizational quality cultures.

Organizational quality cultures need to be nurtured to ensure the advancement of higher education institutions. Bendermacher et al. (12) argue that several conditions should arise to promote quality cultures such as, strategy of continuous improvement; quality management systems; staff and student involvement in organizational decision making, taking into account evolving student demands; clear policies, procedures, and systems responsibilities. Meanwhile, the inhibiting factors for quality factors are hierarchical structure/structural division; lack of staff and student involvement in organizational decision making; neglect of evolving student demands; lack of policies, procedures, systems, responsibilities and resources; top-down (managerial) approaches to quality management implementation. Moreover, organizational culture needs to ensure the changes from introvert, company-oriented cultures towards extrovert, customer-oriented cultures as well as from 'inside-out' to 'outside-in', from 'I work for my boss' to 'I work for my customer' (13).

A research on Irish higher education conducted by James A. Heffron and Raphael J.A. Heffron entitled Institutional Governance in Irish Higher Education published in Irish Quarterly Review, Vol. 102, No. 405, John Bruton: What Would Happen if the EU Broke Up? (14), examines the Irish higher education. It found that the main focus of the popular research and debate on the Irish higher education has been on reform and funding. It is maintained that, with limited financial resources governance within the higher education system requires further research and development. It is then concluded that Irish universities should be operated as public institutions and not respond to economic cycles of boom and bust. For an education and a nation's education policy, longevity and long-term objectives should be the central premise and goal. Irish higher educational institutions need to reflect urgently on their governance structures and to reform with these policies and objectives to the fore. The employment of the new model of governance for HE, based on the Cambridge Model suggested here, is one approach in this direction.

In addition, research by Endika (15) titled Higher education governance reform in practice: matching institutional implementation practices and policies in Innovation and good practices in university government and management proposes that governance is one of the most important higher education policy reform areas in the European Commission. According to Endika there is no ideal governance model for each institution and/or higher education system, and the most appropriate strategy to follow varies depending on the mission and typology of each higher education institution. The increasing tendency towards the globalization of higher education and the economic crisis are impacting directly on universities, forcing them to position themselves in this context. Implementing an appropriate governance model according to the corporate strategy of choice is essential, although good practice models in one case might not be directly applicable to another. This article then offers the main actions in this area, with a focus on specific examples of tools and actions directly related to the improvement of institutional governance.

Another research is entitled Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan written by (16). This article presents China and Japan as case studies, with a focus on the ways the two countries have pursued both higher education internationalization and nationalist agendas through education more broadly. The paper then turns to a discussion of the factors that might explain these approaches as well as the dilemmas that arise from the interaction of these policy agendas in the context of global higher education. The paper argues that while increasing global competitive-

ness through HE internationalization may prove beneficial to individual nation-states in the short term, countries in East Asia should consider the potential pitfalls of becoming too singly focused on competitiveness at the expense of mutual understanding and peaceful international relations in the region. Furthermore, the continued push to create uncritical nationalistic citizens threatens to undermine the goals of internationalization and may be detrimental to efforts at HE regional cooperation and integration. The paper concludes with recommendations that the two countries consider the potential benefits of global citizenship education and the expansion of regionally focused study abroad programs to help develop graduates with the global competencies conducive to both national competitiveness and regional cooperation.

Apart from the above articles, the study 'The academic management model of the faculty of Tarbiyah and education of sunan kalijaga state islamic university yogyakarta: benchmark to Melbourne graduate school of education Australia' is a comprehensive research aimed at designing a model of academic management of the faculty of Tarbiyah and Education, benchmarking on the Melbourne Graduate School of Education. It also proposes underpinning philosophy behind the model, the building blocks, as well as the context of the academic management model. However, this research will not address the implementation of the model. Thus, future research on the application of the model will be beneficial particularly for the faculty of Tarbiyah and Education as well as for higher education institutions striving for better academic management.

3. Methodology/Materials

In gathering data, this study uses a qualitative research method assessing the Academic Management Model of the Faculty of *Tarbiyah* and Education and that of Melbourne Graduate School of Education which is done through documentation, observation, and interviews. The specific methodology for benchmarking activities is derived from Marciniak (2) who divided the steps into four phases.

In the first phase, the purpose and the main task to be achieved are defined clearly, the variables, the indicators and the type of data required for the research are outlined and the data collection design is arranged. The second phase of the benchmarking activities includes structuring principles in selecting the partnering university with its best practices to be the role model; extensive secondary data research to recognize the best universities which suit the variables; selecting the best university to be the role model, and contacting the selected partnering university and inform them about the purpose of the study. The next phase is analyzing the current state, collecting the internal data in the university (the Faculty of *Tarbiyah* and Education) and identifying the performance needed to be improved; and subsequently analyze the partnering university model. The last phase is designing the plan for the future model of the Faculty of *Tarbiyah* and Education.

The research on this qualitative benchmarking study, involving the four phases was carried out for approximately seven months. This time and stages were purposed to comprehensively understand the existing performance of the internal university as well as the intended partnering university.

4. Results and Findings

4.1. The Faculty of *Tarbiyah* and Education

The Faculty of *Tarbiyah* and Education was established in 1960. Since its establishment until 2014, the faculty only managed bachelor degree which is typically called as teaching faculty. However, in 2015 the faculty began to arrange master degree program and in 2017 it subsequently opened doctorate program. This means that the faculty has shifted from the teaching faculty to research faculty. This is in line with the Indonesian National Standard for Higher Education and the National Curriculum Framework which mention that master degree and doctorate degree program should focus on research with inter, multi or trans-disciplinary approaches.

The faculty of Tarbiyah and Education as the inseparable part of the Sunan Kalijaga State Islamic University brings its six prominent values namely integrated-interconnected, dedicative-innovative, and inclusive-continuous improvement. These six values are then derived into vision and missions statement. Its vision is to be the outstanding and prominent institution in terms of integration and development of Islamic education and science for civilization. Meanwhile, the missions are (a) developing Islamic, scientific, technological, art and Indonesian based education, (b) developing the culture of research ijtihad in education, (c) enhancing the faculty's contribution on education, national cultures, and civilization, and (d) enhancing cooperation with various bodies as the manifestation of the three services of higher education (Thridharma Perguruan Tinggi) particularly on educational area.

These vision and missions are then implemented through a number of activities including teaching and learning process. In its employment, the teaching and learning instruction is conducted under certain curriculum. The faculty of Tarbiyah and Education used to apply content based curriculum and then competence based curriculum. However, since 2016 it has employed curriculum which refers to the National Standard for Higher Education and the National Curriculum Framework. It manages bachelor degree, master degree as well as doctorate degree program. Until 2014, it offered only the bachelor degree program for Islamic Education, Arabic Education, Management of Islamic Education, Islamic Elementary School Teacher Education, and Islamic Early Childhood Teacher Education. Since 2015, the faculty however has started to employ master degree program for Islamic Education which is divided into three study programs namely Islamic Education, Management of Islamic Education, and Arabic Education; and Islamic Elementary School Teacher Education and Islamic Early Childhood Teacher Education. In 2017, the faculty proposed the opening of doctorate degree program for Islamic Education and Arabic Education. Furthermore, professional teacher education program has also been organized in this faculty since 2009 which involves programs for Islamic education, Qur'an-Hadith, Aqeedah-Akhlaq, Fiqh, Islamic History and Culture, Arabic, Islamic Elementary School as well as Islamic Early Childhood Education teachers.

Since 2016 the faculty has implemented the national curriculum framework. This curriculum has been set up by the government based on the students' learning outcomes. In brief, it divides the human resource qualification level into nine categories. The implementation of the National Curriculum Framework in Indonesia is aimed at altering people's perspective in seeing one's competence. It is expected that people will no longer perceive one's competence as merely seen from their formal educational certificate rather the proficiency will cover broader range covered in the National Curriculum Network.

The implementation of the curriculum comprises eight steps i.e. determining graduate profiles, formulating learning outcomes, formulating study materials, mapping the study materials' learning outcomes, structuring subjects, arranging the curriculum framework, and arranging study planning. To improve the quality of university graduates, the curriculum needs to ensure the achievement of the following aspects: learning outcomes, the overall number of unit topics, the minimum period of study, compulsory topics, student-centered teaching-learning process, assessment accountability, and the availability of certificate supplement.

To address this, the faculty of Tarbiyah and Education has formulated its curriculum. Within the Faculty, there are five study programs for undergraduate degree, five study programs for master degree, and one proposed study program for prospective doctorate degree. Each of these study programs has structured its curriculum which refers to the National Curriculum Framework. Overall, each

of the bachelor degree programs offers 152 units consist of 52 topics. Meanwhile, the master degree programs offers 80 units consist of 20 topics. Brief description of the faculty curriculum can be seen in table 1.

Table 1: Curriculum Design in Faculty of Tarbiyah and Education

Degree	Study Program	Number of Unit	Number of topic	Duration
Bachelor	Islamic Education	157	59	4 years full time
	Arabic Education	148	45	4 years full time
	Management of Islamic Education	152	52	4 years full time
	Islamic Elementary School Teacher Education	148	56	4 years full time
	Islamic Early Childhood Education Teacher Education	142	54	4 years full time
Master	Islamic Education	40	15	2 years full time
	Arabic Education	40	15	2 years full time
	Management of Islamic Education	40	15	2 years full time
	Islamic Elementary School Teacher Education	40	16	2 years full time
	Islamic Early Childhood Education Teacher Education	40	16	2 years full time

The graduates profile is essential in determining the learning outcomes, the course materials as well as the topic delivered to the students. Therefore, each study programs has carefully identified its expected graduate profile to facilitate distinct outcomes and to anticipate redundancy among study programs graduate outcomes. Table 2 shows the graduate profiles of each study programs within the faculty.

Considering that Sunan Kalijaga State Islamic University, where the faculty of Tarbiyah and Education resides, is public university owned by the state under the coordination of the Ministry of Religious Affairs then the curriculum should appropriately support the state's vision and missions. It should also fulfill the state demand in light of nation standardized curriculum with a number of required basic subjects. The vast number of subjects also appears due to several compulsory topics set up by the university.

In terms of financial budgeting, the faculty of Tarbiyah and Education generally experiences an increasing trend year by year, although the main source of the fund rests primarily on the government financial support. Around twenty years ago, Sunan Kalijaga State Islamic University, which is the home of the faculty of Tarbiyah and Education, was positioned as a state university owned and funded entirely by the government. However, in the last five years, the university has moved its status to be the board of general service in which the fund is generated from two sources i.e., government support and the university internal income. This, in fact, suggests the spirit of privatization recently gaining popularity in the area of higher education. Nowadays, the university is setting up planning to enhance its position to be able to achieve what is so called as corporate state university. This financial shift inevitably influenced the funding of each faculty including the faculty of Tarbiyah and Education. Moreover, the implementation of master and doctorate degree within the faculty of Tarbiyah and Education is in fact contributes vast amount of financial income with the average ratio of 5 undergraduate students equals to 1 master student, and 3 master students equal to 1 doctorate student.

4.2. The Melbourne Graduate School of Education

The University of Melbourne is a prominent international university well-known with its outstanding and excellence tradition in research and teaching. It has also constantly been placed among the world's top universities. With about 42.000 thousand students, the University of Melbourne is an eminent educational institution offering comprehensive areas of research and teaching. In response to the current global challenges, in 2008 the University set up a new curriculum known as the Melbourne Model. According to the Vice Chancellor, Glyn Davis, the Melbourne Curriculum was designed to align itself "with the best of European and Asian practice and North American traditions" (Growing Esteem, Retrieved 18 September 2014 in (17). This model is intended to assist students in broadening interdisciplinary knowledge base as well as deepening the core disciplinary knowledge base (The University of Melbourne, 2006 in Chan & Luk, 2013). Therefore, students are not only required to enroll in breadth courses but also the subjects outside their area of study. This curriculum requires 3 years undergraduate studies followed by 2 years master degree (18). Accordingly, the university's 96 undergraduate courses were substituted with six undergraduate degrees.

The structure of Melbourne Model is referred to as 3+2+3 model (19) as outlined in Table 2:

Table 2: Outline of the Melbourne Model

3 year undergraduate degree	It is a stand-alone degree in which the graduates could either look for occupation or follow further study.
2 year master degree	If graduates choose to take further study, they may pursue further scholarship or professional training
3 year doctoral program	After the two year of master degree, the graduates may pursue the 3 year doctorate degree

The result of this new model with the elimination of 96 undergraduate courses directly impacted the school of education. The Melbourne University is no longer offering undergraduate degree in education. The school has now transformed into the Melbourne Graduate School of Education (MGSE). It has been ranked as Australia's number 1 and recognized as one of the world's finest for Education. As part of the Melbourne Model, the MGSE also set up new curriculum built upon the interdisciplinary knowledge gained by students on their three years undergraduate degree.

The MGSE offers various ranges of courses which consistently relate to research activities. The courses offered are divided into master degree, graduate certificate, professional certificate, graduate research, and specialization. Below is the curriculum arrangement in the MGSE.

Table 3: The MGSE Courses

Degree	Courses	Duration	Course Structure
Masters	Master of Teaching (Early Childhood)	2 years full time 3.5 years part time	200 points of coursework Compulsory coursework, including a Capstone project 3 x electives (with the option of an enriched placement).
	Master of Teaching (Primary)	2 years full time	200 points of coursework Compulsory coursework, including a Capstone project 1 x elective (with the option of an enriched placement).
	Master of Teaching (Early Childhood and Primary)	2 years full time, including one summer and two winter intensives	250 points of coursework 60 placement days in early childhood settings, to be completed in the first 150 points 45 placement days in primary schools, to be completed in the final

Degree	Courses	Duration	Course Structure
			100 points.
	Master of Teaching (Secondary)	2 years full time 1.5 years full time accelerated mode (includes summer and winter term subjects)	250 points of coursework Compulsory coursework, including a Capstone project 2 x electives (with the option of an enriched placement).
	Master of English in a Global Context	1 year full time	Complete nine compulsory subjects
	Master of Modern Languages Education	2 years full time or 4 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing), comprising: 75 points of core subjects, including a capstone component and research methods 50 points of education elective subjects 75 points of additional languages elective subjects
	Master of TESOL	2 years full time or 4 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing), comprising: 6 x 12.5 point core subjects 4 x 12.5 point education elective subjects 6 x 12.5 point additional languages elective subjects
	Mater of Clinical Teaching	2 years full time	Complete 100 points comprising of: Four compulsory subjects; and Coursework option comprising of three core subjects and one elective; or Research pathway option comprising of one core and a Research project.
	Master of Evaluation	1 year full time or 2 years part time	Complete 100 points comprised of: Three core subjects Capstone subject(s) totaling 12.5 points. Four elective subjects.
	Master of Education	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	Full program – 200 points of coursework, comprising: Year 1: 4 x core subjects and 4 x electives Year 2: 4 x core specialization subjects, 2 x core subjects and 2 x electives
	Master of Education (Research)	Up to 2 years full time 4 years part time	2 x 12.5 point core subjects 2 x 12.5 point elective subjects 2 x 12.5 point elective subjects
	Master of Philosophy-Education	2 years full-time, or equivalent part-time	Complete a 30,000-40,000 word MPhil thesis.
	Master of Education (International Baccalaureate)	1 year full time, 2 years part time	Complete 100 points comprised of: Four core subjects One 25 point capstone subject or two 12.5 capstone subjects, and Two elective subjects.
	Master of Tertiary Education (Management)	Two years part time	Complete 100 points comprising of: Two core subjects One capstone subject, and Four elective subjects.
	Master of Instructional Leadership	1 year full-time or 2 years part-time	100 points of coursework, comprising: 7 x compulsory 12.5 point subjects (including the 25 point capstone component) 1 x 12.5 point elective.
	Master of Learning Intervention	1 year full-time, 2 years part-time	100 points of coursework, comprising: 4 x compulsory subjects unique to the specialization 2 x 12.5 point electives (these may be chosen from the other two specializations) 2 x 12.5 point capstone subjects from Steam A or B
	Master of Applied Positive Psychology	1 year full-time or 2 years part-time	4 core subjects (including a capstone project), each worth 25 points
	Master of Educational Psychology/PhD	Up to 4 years full-time or 8 years part-time	Coursework and research, comprising: 100 points of coursework in the first year (or equivalent for part time students) 150 points of further coursework throughout the final three years 1000 hours of supervised fieldwork 80,000 word PhD thesis.
	Master of Educational Psychology	2 years full-time or 4 years part-time	200 points of coursework, comprising: 9 core subjects 1000 hours of supervised fieldwork A 10,000 word research project.
Graduate Certificate	Graduate Certificate in Modern Language Education	6 months full time or 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in TESOL	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in Evaluation	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in Educational Research	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects

Degree	Courses	Duration	Course Structure
	Graduate Certificate in Education (International Baccalaureate)	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in Tertiary Education (Management)	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in Advance Learning and Leadership	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in Tertiary Education (Governance)	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in Tertiary Education (Quality Assurance)	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in University Teaching	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in Learning Intervention	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
	Graduate Certificate in Education (Specific Learning Difficulties)	6 months full-time, 1 year part time	50 points of coursework, comprising 4 x specialist core subjects
Professional Certificates	Professional Certificate in Education (Content and Language Integrated Learning)	6 months part-time	2 x compulsory 12.5 point subjects
	Professional Certificate in Teaching (Clinical)	6 months part-time	2 core subjects
	Professional Certificate in Instructional Leadership	6 months part-time	25 points of coursework, comprising 2 x compulsory 12.5 point subjects
	Professional Certificate in Education (Positive Behavior and Learning)	1 year part-time	25 points of coursework, comprising 2 x compulsory 12.5 point subjects
	Professional Certificates in Education (Positive Education)	Six intensive days	2 subjects
	Professional Certificates in Educational Neuroscience	1 year part-time	25 points of coursework, comprising 2 x compulsory 12.5 point subjects
Graduate Research	Doctor of Education	Three years full time, six years part time	Stage 1: 100 points of coursework comprising 4 x 25-point doctoral-level subjects Stage 2: completion of a 55,000 word doctoral thesis in a chosen field
	Master of Education (Research)	Up to 2 years full time 4 years part time	2 x 12.5 point core subjects 2 x 12.5 point elective subjects A 20,000 word thesis
	Doctor of Philosophy-Education	4 years full-time or 8 years part-time	Complete an 80,000 word PhD thesis Present research findings at a public completion seminar attended by Advisory Committee.
	Master of Philosophy-Education	2 years full-time, or equivalent part-time	Complete a 30,000-40,000 word MPhil thesis
	Master of Educational-Philosophy/PhD.	Up to 4 years full-time or 8 years part-time	100 points of coursework in the first year (or equivalent for part time 150 points of further coursework throughout the final three years 1000 hours of supervised fieldwork 80,000 word PhD thesis.
Specializations	Specialization in Literacy Education	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)
	Specialization in Arts Education	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)
	Specialization in Assessment and Pedagogy	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)
	Specialization in Equity, Diversity, and Social Change	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)

Degree	Courses	Duration	Course Structure
	Specialization in Policy in a Global Context	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)
	Specialization in Leadership and Management	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)
	Specialization in Student Wellbeing	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)
	Specialization in Science Education	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)
	Specialization in Mathematics Education	Full program: 2 years full time, 4 years part time Fast-tracked program with advanced standing: 1 year full time, 2 years part time	200 points of coursework (with the possibility of up to 100 points of advanced standing)

From the various courses offered by the MGSE, the master of teaching become the flagship of the school. It is aimed to generate interventionist classroom practitioners, skillful in using data or evidence to determine the varied learning needs of individual students. The Master of Teaching uses a clinical approach that connects university theory, professional knowledge and classroom experience. Teacher candidates are placed in early childhood centers or schools every week from early in their studies. They spend at least one or two semesters in a school or center, becoming a part of that community. Candidates and schools/centers receive expert support during placements from (a) teaching fellows i.e., expert teachers from the base school (the central school in a partnership school group) who spend two and a half days per week mentoring candidates and supporting mentor / supervising teachers, and (b) clinical specialists i.e., university experts who work closely with a teaching fellow and are on-site in schools one day per week to help link university theory and classroom practice.

To facilitate this vital program, the MGSE arranges networking web with schools in surrounding areas. This collaborative partnership with Australian schools is intended to gain knowledge and learn from each other as well as to work together with world class researchers on strategies to improve student learning. The network of schools also offers a framework for achieving the school's goals and enhancing the teachers' capacity. Moreover, the network is purposed to collectively impact on improving the learning outcomes and experiences of students, through a structured program that focuses on teaching and learning, and to inform, build and use the evidence base of the University of Melbourne particularly with the Melbourne Graduate School of Education. It is expected that, the network will enable schools to achieve things together that they may not be able to achieve on their own. Furthermore, the network also provides access to ground breaking researchers and leading education theorists in the Melbourne Graduate School of Education, access to critical friends - highly capable and experienced educators, who offer leadership, support and professional learning to schools collaborating in focus groups to achieve growth in student learning, access to professional learning seminars for Principals, School Leaders and success coordinators. A structured approach to working with school data sets and access to research-informed dashboards are also made available so that the network schools can evaluate how a school is progressing and demonstrate the impact of initiatives which then give support in building teachers' instructional strategies aligned with agreed network targets and the individual needs of each school.

In this scheme, participating school leaders are required to commit to leadership of learning and instruction as their priority by attending in 5-8 network seminars per year to develop and share dashboards to evaluate network and school outcomes. In addition, each participating school should appoint a success coordinator from their staff on a 0.5 EFT time fraction to work with their school leadership team, as well as network and University of Melbourne colleagues to implement the network's shared professional approaches to teaching and learning in their schools.

Approaches can include, (a) developing dashboards and other resources that focus on leading the use of educational data in the school; (b) collaborative processes in schools to support all students' learning; (c) developing a regular monitoring process for all students; (d) generating and sharing school-based solutions based on internal and external research; (e) evaluating all school-based implementations and outcome; (f) collaborating with teaching and learning leaders in schools to provide relevant leadership and professional development on high impact instructional strategies; (g) working with teachers to develop evaluation of interventions; (h) collecting evidence and conducting sessions about the interpretation of evidence and impact leading to defensible and transparent evidence about interventions; (i) linking school activities into the wider activities and resources of the University of Melbourne.

Within the master of teaching, partnership model between the MGSE and Government, Catholic, and Independent schools across the secondary and primary sectors; early learning centers in the early childhood sector; and the institutes that govern each organization are structured. The collaboration between the university and its partnership institutions is facilitated through local partnership groups established by a Partnership Coordinators. Central to this partnership is the role of the teaching fellows, located in nominated base schools and centers, who coordinate and support teacher candidates throughout their practicum days, in collaboration with school/center-based mentor teachers, and University-based clinical specialists. A teaching fellow and a clinical specialist provide a face to face support service for mentor / supervising teachers and teacher candidates throughout the program. The placement length means teacher candidates get involved in school/center life, and

contribute to the community. As graduates, teacher candidates are expected to have rich life and career experiences making them valuable additions to the participating schools.
In terms of research activities, the Melbourne Graduate School of Education is at the cutting edge of education research. It is home to some of the world's most recognized experts. Its research tackles the critical issues in education policy and practice. The MGSE also organizes research centers and hubs including Assessment Research Centre (ARC), Centre for Positive Psychology (CPP), Centre for Program Evaluation (CPE), Centre for Vocational and Educational Policy (CVEP), International Centre for Classroom Research (ICCR), Melbourne Centre for the Study of Higher Education (inc. LH Martin Institute) (CSHE), Youth Research Centre (YRC), Language and Literacy Research Hub, LEaRN@MGSE (The Learning Environments Research Hub), and Science of Learning Research Hub. These centers and hubs link to numerous institutions worldwide.

4.3. The Future Model of the Faculty of *Tarbiyah* and Education

To be able to survive in this disruptive era and to address future competitive demand, the faculty of *Tarbiyah* and Education as part of a state Islamic University needs to prepare and enhance its performance. Several critical issues needed to be taken into consideration, that requires the faculty to rearrange its functioning, are the rapid development of science and technology, the demands of a true scientist in the field of education, the demands of professional teacher, the immediate requirement in achieving world class research-university, the urgent need to be corporate state university. To address these necessities, the MGSE has been chosen as the benchmarking model for future model of the faculty of *Tarbiyah* and Education.
Nonetheless, the attempt to benchmark to the MGSE is not a simple task. It is a complex mission requires great efforts from the members of the faculty. It is also a challenging work considering that the faculty of *Tarbiyah* and Education and the MGSE have different cultural background. Therefore, the future model of the faculty will take into account some important aspects which emerge as leading component from the MGSE while maintaining the cultural and fundamental values reside within the faculty.
The future model of the academic life within the faculty is designed as follows:

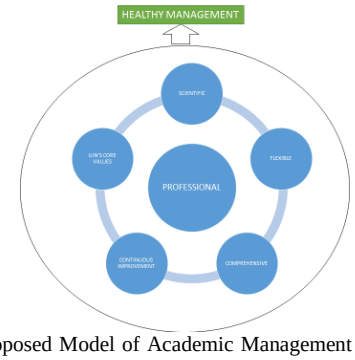


Fig. 1: The Proposed Model of Academic Management of the Faculty of *Tarbiyah* and Education

Positioned in the center, which is the critical principle needs to be enacted by the member of the faculty, is professionalism. The term relates to the word professional which describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform their specific role within that profession. In addition, most professionals are subject to strict codes of conduct, enshrining rigorous ethical and moral obligations. In some cultures, the term is used as shorthand to describe a particular social stratum of well-educated workers who enjoy considerable work autonomy and who are commonly engaged in creative and intellectually challenging work. To support this central aspect, there are five key elements that should appear as the underlying basis of the future academic management within the faculty of Tarbiyah and education, i.e., scientific, flexible, comprehensive, continuous improvement, and the University's core values. These elements are considered as the fundamental values in shaping the future of the faculty. The elements comprise of critical values taken both from the faculty's universal beliefs which is deeply influenced by the university as the home and some leading esteems profoundly established within the MGSE.
In terms of courses design, the faculty should retain the existing courses range from the bachelor degrees to the master degrees. In addition, several new courses are initiated to accommodate the growing demand of the professional theorists and practitioners in the area of Islamic education. Thus, setting up doctorate degree is inevitable. Currently, doctorate degree course namely Doctor of Islamic Education which will be delivered in two modes i.e., by coursework and by research, is being structured. Meanwhile, the existing master degrees will be maintained and new courses will be added. The master degree course that is being proposed is master in Arabic education and master in Islamic education management.
To enrich the program, the faculty also needs to arrange graduate courses for professional which in fact is an improvement model of an existing training class. According to the Government Law on teacher professional education, the faculty of Tarbiyah and Education has been appointed as an institution which delivers professional training for teachers in Islamic schools. Graduate course for professional is structures differently to the master of teaching in terms of its curriculum design. The former is arranged based on cases proposed by the students implementing clinical model, completed within one up to five months. The later has more comprehensive curriculum structure designed to generate professional teachers with the duration of two years full time.
To support this future design, the faculty requires a set of structured management mechanism which will sustain the implementation of the model. Three key element of management namely Man, Money and Materials are the main aspect to be taken into consideration. Among the three, Man is the key aspect. Mas as human resources include academic staff, non-academic staff, and faculty leaders. These elements should have distinctive characteristics needed to enhance the faculty performance. Meanwhile, the element of money contains a number of financial resources. Nowadays, the faculty is largely funded by the government with small percentage of additional income from internal cooperation. Within the next five years, it is expected that the source of fund will be extended to broader scope of cooperation within the ministry of religious affairs as the umbrella of the university life. Subsequently, within the next ten years, the faculty is projected to have even wider cooperation embracing other ministries. Following this, in the next fifteen years the faculty is estimated to extend the cooperation with local non-government resource funding and in the following twenty years it will reach extensive cooperation with international parties. In addition, the Material aspect should be designed to accommodate futuristic high technology devices enabling other aspect to work effectively emphasizing professional manner.

5. Conclusion

To accommodate rapid change of the global disruptive era as well as to address stakeholder requirements, the faculty of *Tarbiyah* and Education needs to enhance its performance. One strategic way is by conducting benchmarking to one of leading university, the University of Melbourne, particularly in the Melbourne Graduate School of Education (MGSE). The benchmarking process delivers insights for the improvement of the faculty in terms of

professional values deeply rooted within the MGSE. It also provides understanding on the complexity of the courses design. This eventually results in the arrangement of the future model of the academic management of the faculty of *Tarbiyah* and Education. It is proposed that the future model of the faculty will embrace five values namely scientific, flexible, comprehensive, continuous improvement, UIN's core values with the virtue of being professional as the critical key element in the center. The model will also requires thorough administration of man, money, materials as the important factors in management. It is expected that this proposed model will contribute to the improvement of the faculty of *Tarbiyah* and Education as well as offer beneficial insights to the theorists and practitioners engaging in the field of higher education management. Future related benchmarking research process may be conducted specifically in terms of the structure of master of teaching as the flagship of the MGSE.

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