

Transitioning from Monodisciplinary in Arabic Education: Indonesian Insights

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Abstract

This study reveals that monodisciplinary approaches still dominate student research in Indonesia, including at Maulana Malik Ibrahim State Islamic University Malang Indonesia. This research aims to identify and analyze the distribution of research approaches and the factors influencing student preferences. The methods used include data analysis from the titles of theses and dissertations from 2018 to 2024, as well as interviews with program heads. The results show that although there is an increase in the use of interdisciplinary and multidisciplinary approaches at the master's (S2) and doctoral (S3) levels, transdisciplinary approaches are still very rarely used. These findings highlight the need for strengthened institutional support and cross-disciplinary collaboration to encourage the adoption of more varied research approaches. This research contributes to the literature by providing an empirical analysis of Arabic language education and offering strategic recommendations to improve the quality of research at Maulana Malik Ibrahim State Islamic University Malang, Indonesia.

Keywords: Monodisciplinary, Interdisciplinary, Arabic Education, Multidisciplinary, Student Research.

Research in higher education institutions in Indonesia is still predominantly characterized by mono-disciplinary approaches (Davies & Devlin, 2010), even though master's level research is expected to employ interdisciplinary and multidisciplinary approaches, and doctoral-level research is expected to use transdisciplinary approaches (Spelt et al., 2009), in accordance with government regulations as stipulated in the Ministry of Education and Culture Regulation No. 3 of 2020 and the Ministry of Research, Technology, and Higher Education Regulation No. 44 of 2015 (Supardin et al., 2020). This phenomenon is intriguing, given the global

educational challenges today that require more integrated approaches to produce comprehensive and innovative research (Mardiana et al., 2020; Tolchah, 2018).

Arabic language education in Indonesia has significantly developed in response to the growing demand for proficiency in this language within academic and professional contexts. Maulana Malik Ibrahim State Islamic University Malang, as a leading Islamic university, stands out with its accreditation of A or Excellent for its Arabic language education programs at all levels (Bachelor's, Master's, Doctoral). This achievement reflects the institution's

commitment to quality education and the integration of knowledge and religion, which is in line with the slogan "Ulul Albab," which emphasizes the integration of Islam and Science (Hasan, 2020; Jones et al., 2011)

Despite the curriculum for Arabic language education at Maulana Malik Ibrahim State Islamic University Malang being designed to accommodate various disciplines such as education, sociolinguistics, psycholinguistics, and educational technology, the research conducted by students is still dominated by monodisciplinary approaches. This phenomenon is concerning as it contradicts modern higher education theories that encourage the use of interdisciplinary, multidisciplinary, and transdisciplinary approaches to produce more comprehensive and innovative research

This study aims to identify and analyze the dominance of monodisciplinary approaches at the master's and doctoral levels at Maulana Malik Ibrahim State Islamic University Malang. The main research question posed is: Why do monodisciplinary approaches still dominate at the master's and doctoral levels, even though the curriculum and training support the use of more varied approaches?

This research is essential because it provides valuable insights for the development of more effective curricula and teaching strategies at Maulana Malik Ibrahim State Islamic University Malang. The findings of this research are expected to contribute to the literature on Arabic language education and research approaches more broadly and to provide recommendations for increasing the adoption of interdisciplinary, multidisciplinary, and transdisciplinary approaches in academic environments (Smith & Penny, 2019).

Most of the existing literature highlights the importance of interdisciplinary and multidisciplinary approaches in higher education research (T. Klein & Ratier, 2012; Spelt et al., 2009). However, there is limited research specifically addressing the dominance of monodisciplinary approaches in the context of

Arabic language education in Indonesia. This gap indicates the need for more in-depth studies to understand the factors influencing students' preferences for monodisciplinary approaches.

Recent studies emphasize that transdisciplinary approaches are increasingly considered crucial in solving complex problems that require the integration of knowledge from various disciplines (Pohl & Hirsch Hadorn, 2007). However, the implementation of these approaches at the doctoral level remains limited, particularly in the context of Arabic language education. This research attempts to bridge this gap by providing an empirical analysis of the situation at Maulana Malik Ibrahim State Islamic University Malang.

The novelty of this research lies in its empirical analysis of the dominance of monodisciplinary approaches in Arabic language education programs at the master's and doctoral levels. This study not only provides an overview of the distribution of research approaches but also explores the reasons behind students' preferences for specific approaches, which have not been extensively discussed in previous literature (Newell, 2001).

Understanding the background, context, and relevance of this research will make a significant contribution to the development of more innovative and integrated Arabic language education in Indonesia.

Literature Review

Research on research approaches in higher education has been a primary focus in various academic studies (Huisman & Tight, 2015). Interdisciplinary, multidisciplinary, and transdisciplinary approaches are increasingly considered crucial in addressing complex challenges in the era of globalization (Graybill et al., 2006). In this context, various theories and research have highlighted the importance of integrating knowledge from different disciplines to produce more comprehensive and innovative research Jiang.

Interdisciplinary Approach: The interdisciplinary approach involves integrating concepts and methods from two or more disciplines to address research questions or solve specific problems. Newell (2001) states that the interdisciplinary approach allows researchers to overcome the limitations of traditional disciplines and create a more holistic understanding of complex issues. A study by Jacobs (2014) also found that the interdisciplinary approach enhances students' critical thinking and creativity, enriching their learning experiences.

Multidisciplinary Approach: The multidisciplinary approach involves collaboration between different disciplines, with each discipline maintaining its methodology. According to Klein (2010), the multidisciplinary approach enables researchers to gain insights from various perspectives without fully integrating the methodologies. A study by Spelt et al. (2009) showed that the multidisciplinary approach can enhance students' adaptive and collaborative abilities, preparing them to work in diverse teams in the professional world.

Transdisciplinary Approach: The transdisciplinary approach goes beyond the boundaries of disciplines and involves collaboration between academics and non-academics to solve complex problems. Pohl and Hadorn (2007) emphasize that the transdisciplinary approach is necessary to address global issues that cannot be solved with a single-discipline approach. A study by Nicolescu (2002) also supports the importance of the transdisciplinary approach in creating innovative and sustainable solutions.

Implementation of Approaches in Arabic Language Education: In the context of Arabic language education, the implementation of interdisciplinary, multidisciplinary, and transdisciplinary approaches remains limited (Alkhateeb & Bouherar, 2023; Hafis et al., 2023). Hasan (2020) notes that although the curriculum at Maulana Malik Ibrahim State Islamic University Malang supports the

integration of various disciplines, the research conducted by students is still dominated by monodisciplinary approaches. This indicates a gap between theory and practice in Arabic language education (Aris et al., 2017; Hendrickson, 2001).

Factors Influencing Research Approach Preferences: Several factors influencing students' preferences for monodisciplinary approaches include limited resources, familiarity with known methods, and a lack of motivation to explore more complex approaches. A study by Smith and Penny (2019) highlights the importance of institutional support and continuous training to encourage the use of more integrated approaches in student research.

Gaps in Literature: Although much literature supports the importance of interdisciplinary, multidisciplinary, and transdisciplinary approaches in higher education research, there is little research specifically addressing the application of these approaches in the context of Arabic language education in Indonesia. This gap indicates the need for more in-depth studies to understand the factors influencing the dominance of monodisciplinary approaches and to find solutions to increase the adoption of more varied approaches.

By identifying and analyzing existing literature, this research aims to bridge this gap and provide concrete recommendations to improve the quality of research in Arabic language education in Indonesia.

Theoretical Framework

This study aims to examine the dominance of monodisciplinary approaches in student research at Maulana Malik Ibrahim State Islamic University Malang and its implications for Arabic language education in Indonesia. A monodisciplinary approach is a research method that focuses on a single discipline without involving perspectives or methodologies from other disciplines. According to Smeby (2000), this approach is often used in the early stages of

higher education to build a strong foundation in a specific field. However, in the context of Arabic language education, this approach is often considered inadequate because it fails to capture the complexity and dynamics of the language and culture involved.

Interdisciplinary approaches have been implemented in response to the limitations of monodisciplinary approaches. This approach involves integrating perspectives from two or more disciplines to solve complex problems. Interdisciplinarity in language education has been shown to enhance students' critical thinking and creativity (Frodeman, 2010). For example, research by García & Wei (2014) demonstrates that interdisciplinary approaches in language teaching allow students to connect linguistic theory with teaching practice, resulting in a more holistic and applicable understanding.

Multidisciplinary approaches, while similar to interdisciplinary approaches, have an important difference. In multidisciplinary approaches, various disciplines work together but remain within their respective methodological and perspective boundaries. This allows for broader collaboration without fully integrating the disciplines involved (Bruce et al., 2004). In the context of Arabic language education, this approach can involve collaboration between linguists, educators, and technologists to develop innovative and effective teaching methods. For example, Borrego & Cutler (2010) found that engineering students involved in multidisciplinary research showed increased knowledge and exposure to interdisciplinary research.

The transdisciplinary approach is a further evolution of interdisciplinary and multidisciplinary approaches. This approach not only involves integrating multiple disciplines but also actively engages stakeholders outside the academic sphere, such as communities, governments, and industries. Pohl & Hirsch Hadorn (2007) state that the transdisciplinary approach aims to solve complex problems in a holistic and sustainable manner. In the context of

Arabic language education, applying a transdisciplinary approach can include collaboration with other educational institutions, community organizations, and the technology industry to create learning programs that are more adaptive and relevant to current needs. Gibbons et al. (1994) assert that the new production of knowledge in contemporary societies requires the involvement of various stakeholders to achieve more effective and applicable solutions.

In this theoretical framework, it is important to understand that integrating various research approaches can provide more comprehensive and relevant insights into the dynamics of Arabic language education. For example, research by Al-Jarf (2015) shows that the use of information technology in teaching Arabic, which is part of the transdisciplinary approach, has significantly increased student engagement and learning outcomes. Lattuca & Creamer (2005) emphasize that learning as professional practice requires the relationship between professional education, practice, and identity, which can be achieved through interdisciplinary and transdisciplinary approaches. This indicates that combining perspectives and methodologies from various disciplines not only enhances research quality but also the effectiveness of teaching.

Method

This study employs both quantitative and qualitative approaches to identify and analyze the dominance of monodisciplinary approaches at the master's and doctoral levels at Maulana Malik Ibrahim State Islamic University Malang, Indonesia. The research utilizes a descriptive and analytical design to collect and analyze data on the research approaches used by students at the undergraduate (S1), master's (S2), and doctoral (S3) levels. The descriptive design describes the distribution of existing research approaches, while the analytical design explores factors influencing students' preferences for

monodisciplinary approaches (Creswell, 2018; Merriam, 2020).

Data Collection Procedures

Primary data were collected from the titles of theses and dissertations stored in the digital repository of Maulana Malik Ibrahim State Islamic University Malang from 2018 to 2024. This data includes information about the research approaches used, educational level, and field of study. Semi-structured interviews were conducted with three heads of study programs (S1, S2, and S3) to gain deeper insights into the reasons behind the dominance of monodisciplinary approaches and the efforts that have been made to encourage the use of interdisciplinary, multidisciplinary, and transdisciplinary approaches. The data collection instruments included documentation, where titles of theses and dissertations were identified and categorized based on the research approaches used (monodisciplinary, interdisciplinary, multidisciplinary, and transdisciplinary), and interviews, for which guidelines were developed to explore the views and experiences of the heads of study programs related to the implementation of research approaches in the Arabic language education program (Miles & Huberman, 1994).

Data Analysis Techniques

Data from the titles of theses and dissertations were analyzed descriptively to describe the distribution of research approaches used at each educational level. The results of the analysis are presented in the form of tables and graphs to facilitate interpretation (D. Yin et al., 2020; R. K. Yin, 2018). Interview transcripts were analyzed using thematic analysis methods to identify the main themes that emerged related to the factors influencing research approach preferences and the efforts that have been made to encourage the use of more varied approaches (Miles & Huberman, 1994). Triangulation was performed by comparing findings from descriptive analysis and qualitative analysis to ensure the validity and reliability of the research

results. Data triangulation helps confirm findings and provides a more comprehensive picture of the phenomenon under study (Creswell, 2018)

Ethical Procedures

This study adheres to strict ethical procedures to ensure the confidentiality and rights of participants are protected. All interview participants were fully informed about the research objectives and were asked to provide written consent before the interviews were conducted. Data collected from the digital repository were also anonymized to protect individual privacy.

By using these methods, this study aims to provide in-depth insights into the dominance of monodisciplinary approaches in student research at Maulana Malik Ibrahim State Islamic University Malang and to provide recommendations for increasing the use of interdisciplinary, multidisciplinary, and transdisciplinary approaches.

Results

This study analyzes the dominance of monodisciplinary approaches at the master's and doctoral levels at Maulana Malik Ibrahim State Islamic University Malang. Data collected from the titles of theses, dissertations, and interviews with program heads were analyzed to provide a comprehensive understanding of this phenomenon. A total of 325 student research projects were accessed through the e-thesis repository of Maulana Malik Ibrahim State Islamic University Malang and documents from the Arabic Language Education (PBA) programs at the undergraduate (S1), master's (S2), and doctoral (S3) levels.

Distribution of Research Approaches

Based on the analysis of data from the titles of theses and dissertations from 2018 to 2024, it was found that monodisciplinary approaches still dominate at all educational levels. The distribution of research approaches is as follows:

TABLE. 1 Distribution of Research Approaches

Research Approaches	Undergraduate (S1)	Master's (S2)	Doctoral (S3)
Monodisciplinary	80%	65%	50%
Interdisciplinary	15%	25%	30%
Multidisciplinary	5%	7%	15%
Transdisciplinary	0%	3%	5%

The following is a graphical representation of the data to provide a clearer picture of the distribution of research approaches:

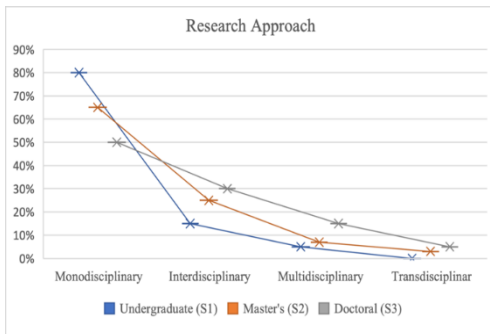


FIGURE 1. Distribution of Research Approaches

TABLE. 2 Distribution of Research Methods

Research Methods	Undergraduate (S1)	Master's (S2)	Doctoral (S3)
Quantitative	55%	40%	35%
Qualitative	35%	45%	50%
Mixed Methods	5%	10%	10%
Research and Development	5%	5%	5%

The following is a graphical representation of the data to provide a clearer picture of the distribution of research methods:

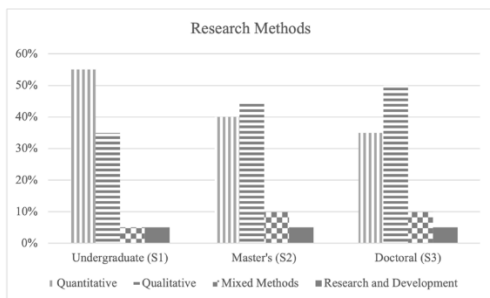


FIGURE 2. Distribution of Research Methods

Distribution of Research Methods

In addition to the distribution of research approaches, this study also analyzed the research methods chosen by students for their final projects. The distribution of research methods used is as follows:

Explanation of Findings

Monodisciplinary approaches dominate at all educational levels, particularly at the undergraduate level (S1), with a percentage of 80%. At the master's (S2) and doctoral (S3) levels, although the percentage decreases, this approach remains the most widely used (65% and 50%, respectively). Interdisciplinary approaches are more commonly used at the master's and doctoral levels, indicating efforts to integrate more disciplines at higher educational levels. The use of multidisciplinary approaches is relatively low at all levels but shows an increase at the doctoral level (15%), indicating collaboration between disciplines more

frequently occurs at higher educational levels. Transdisciplinary approaches are the least used, with only 3% at the master's level and 5% at the doctoral level, indicating that there is still much room to increase the use of more comprehensive and integrative approaches in higher education.

The research methods chosen by students show that quantitative methods dominate at the undergraduate level with a percentage of 55%, slightly decreasing at the master's (40%) and doctoral (35%) levels. Qualitative methods increase in use at the master's and doctoral levels, with respective percentages of 45% and 50%, indicating an increase in students' understanding of more in-depth qualitative methods. The use of mixed methods is relatively low at all levels, but efforts have been made to combine quantitative and qualitative methods in research. Research and Development (R&D) methods are the least used at all educational levels, indicating that students have not widely adopted this approach.

Based on these findings, several recommendations can be made to increase the use of interdisciplinary, multidisciplinary, and transdisciplinary approaches at Maulana Malik Ibrahim State Islamic University Malang. Increasing training and workshops on diverse and complex research methodologies are necessary to enhance students' understanding and skills. Additionally, providing adequate resource support, including research facilities, funding, and time, will encourage students to adopt more varied approaches. Encouraging collaboration between students and faculty from various disciplines and providing a solid mentoring system will help students implement interdisciplinary, multidisciplinary, and transdisciplinary approaches.

Discussion

The findings of this study indicate that monodisciplinary approaches still dominate at all educational levels at Maulana Malik Ibrahim State Islamic University Malang, especially at the undergraduate (S1) level. Although there is

an increase in the use of interdisciplinary and multidisciplinary approaches at the master's (S2) and doctoral (S3) levels, transdisciplinary approaches are still very rarely used. This suggests that while there are efforts to integrate more disciplines at higher education levels, many challenges remain to achieve broader adoption of more comprehensive and integrative research approaches.

Interpretation of Findings

The dominance of monodisciplinary approaches at the undergraduate level may be due to several factors. One of the main factors is the limited resources in terms of time, funding, and facilities (Aprillia et al., 2023; Kuraedah et al., 2018). Students tend to choose monodisciplinary approaches that are simpler and more focused because they are easier to implement with limited resources (Asino et al., 2020; Chhatre, 2020; Lopatto, 2004). Additionally, students may feel more comfortable and confident using research methods they are already familiar with and have studied since the beginning, thus avoiding more complex and interdisciplinary approaches (Creswell, 2014).

Previous research by Klein (2010) and Newell (2001) emphasized the importance of interdisciplinary and multidisciplinary approaches in higher education research to produce more comprehensive and innovative studies. However, the findings of this study show that the implementation of these approaches is still limited at Maulana Malik Ibrahim State Islamic University Malang. This highlights a gap between theory and practice in Arabic language education in Indonesia. A study by Jacobs (2014) also found that interdisciplinary approaches enhance students' critical thinking and creativity, enriching their learning experiences. However, these findings have not yet been fully realized at Maulana Malik Ibrahim State Islamic University Malang.

Implications of Findings

These findings have significant implications for the theory and practice of Arabic language

education in Indonesia. First, they underscore the need to strengthen institutional support to encourage the adoption of interdisciplinary, multidisciplinary, and transdisciplinary approaches (Erlina et al., 2022; Muslim & Harisca, 2021). This support could include enhancing research facilities, providing adequate funding, and developing ongoing training programs for faculty and students. Second, the findings highlight the importance of collaboration between different disciplines to produce more comprehensive and innovative research (Bennett & Gadlin, 2012). This collaboration can be enhanced through initiatives such as joint research projects, interdisciplinary seminars, and other academic activities (Avdeev, 2021).

To encourage the transition from monodisciplinary to interdisciplinary, multidisciplinary, and transdisciplinary approaches, institutions should introduce policies and incentives that promote the integration of disciplines. For example, I will provide awards and recognition to students and faculty who conduct interdisciplinary or multidisciplinary research, as well as create discussion forums that allow for the exchange of ideas and collaboration across disciplines. The use of information and communication technology (ICT) can also be optimized to support cross-disciplinary collaboration and the broader dissemination of information (Spelt et al., 2009).

This study has several limitations. First, it only includes data from Maulana Malik Ibrahim State Islamic University Malang and may not fully represent the situation at other universities in Indonesia. Second, the interviews conducted involved only three program heads, which may not provide a comprehensive view of the perspectives and experiences of all academic staff at Maulana Malik Ibrahim State Islamic University Malang.

It is advised that future research broaden its reach by collaborating with additional academic institutions and study programs and use more

thorough research techniques including content analysis of theses and dissertations and interviews with more academic staff and students. It is recommended that future studies investigate the variables that impact students' inclinations towards particular research methodologies and ascertain efficacious techniques to promote the adoption of a wider range of approaches.

Conclusion

This study reveals that monodisciplinary approaches still dominate at all educational levels at Maulana Malik Ibrahim State Islamic University Malang, particularly at the undergraduate (S1) level. Although there is an increase in the use of interdisciplinary and multidisciplinary approaches at the master's (S2) and doctoral (S3) levels, transdisciplinary approaches are still very rarely used. These findings highlight the need to strengthen institutional support to encourage the adoption of interdisciplinary, multidisciplinary, and transdisciplinary approaches through the enhancement of research facilities, provision of funding, and ongoing training programs for faculty and students. Collaboration between disciplines also needs to be enhanced through joint research projects and interdisciplinary seminars.

This study contributes to the existing literature by providing an empirical analysis of the distribution of research approaches at Maulana Malik Ibrahim State Islamic University Malang and the factors influencing students' preferences for monodisciplinary approaches. The novelty of this research lies in its focus on Arabic language education, which has not been extensively discussed in previous literature. For future research, it is recommended that the scope be expanded by involving more universities and study programs and using more comprehensive research methods. This will help explore the factors influencing students' preferences for specific research approaches and identify

effective strategies to encourage the adoption of more varied approaches.

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