Learning organization: Team Learning in Achieving International Green Campus at UIN Raden Intan Lampung

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Abstract

This study aimed to investigate the team learning model at UIN Raden Intan Lampung as an international green campus. This study employed a qualitative approach, where the data was obtained from the heads of university and faculties. The data collection techniques utilized in this study included interviews, observations, documentation, and questionnaires. The study employed Nvivo 12Plus software for data analysis, which involved seven stages: open coding, axial coding, selective coding, matrix coding query, and word frequency query. The analysis of the learning organization research on team learning reveals that the leadership model is consistently evolving for the better, such as through interaction-expectation theory. For instance, the leaders of UIN Raden Intan Lampung excel at effectively communicating messages to ensure a shared understanding among team members, thus minimizing the risk of miscommunication. Building a strong work team is essential for fostering individual and group growth, enabling UIN Raden Intan leaders to manage conflicts effectively.

Keywords: *International green campus, learning organization, team learning.*

Abstrak

Tujuan Penelitian untuk mengetahui model *team learning* pada UIN Raden Intan Lampung sebagai *international green campus*. Penelitian ini menggunakan pendekatan kualitatif. Sumber data dari pimpinan Universitas dan Fakultas. Teknik pengumpulan data pada penelitian ini dengan wawancara, observasi, dokumen, dan angket. Analisis data pada penelitian ini menggunakan software Nvivo 12Plus dengan 7 tahapan yaitu *open coding, axial coding, selective coding, matrix coding query,* dan *word frequency query*. Hasil Penelitian *learning organization* pada *team learning,* yaitu Model kepemimpinan yang senantaisa berubah kearah yang lebih baik seperti antisipasi-interaksi (*interaction-expectation teory*) yaitu para pimpinan UIN Raden Intan Lampung pandai dalam menyampaikan pesan agar bisa menyamakan persepsi satu sama lain dalam berinteraksi tidak menimbulkan *misscomuncation*. Memiliki team kerja yang kuat senantiasa meningkatkan pengetahuan baik secara individu maupun kelompok sehingga Pimpinan UIN Raden Intan Memiliki manjemen konflik yang efektif.

Kata kunci: international green campus, learning organization, team learning.

INTRODUCTION

Technological advancement and knowledge alter the order of social life (Hatuwe et al., 2021; Syukur & Firmanto, 2021; Yuberti, 2015a, 2015b). These changes are occurring quickly, causing an organization in the workplace to shift from a paradigm of traditional management to one of management with a vision and goal that tries to empower people and work teams effectively. Management changes require an organization to adjust to the new management (Febrianty et al., 2020; Prabhawanti & Prasojo, 2021; Sisca et al., 2021; Yulianto, 2021).

Organizations can be compared to living beings in that they must adapt to changing situations (Faiz & Kurniawaty, 2020). If living beings cannot keep up with the times, they will fall behind in everything. As a result, if the organization is unable or too late to respond to new conditions, its performance will suffer (Tallon et al., 2019; Vogel, 2018). This condition forces an organization to learn and grow to keep up with the times (Törmänen et al., 2021; Watkins & Kim, 2018). The challenge gave birth to the expression "Learning Organization."

According to some experts, learning organizations are activities that encourage each organization member to learn and enhance their self-capacity (Baharun, 2018; Ginting, 2020). This enhancement will affect an organization's ability to adapt to new developments and meet internal and external challenges. However, not every organization can quickly adapt. Thus, organizations must always be flexible and adaptive in the creation of a complex environment and global competition that is constantly evolving. Therefore, a learning organization requires high dedication (Kuwaitiningsih et al., 2021; Majid, 2019; Mangoting & Soengkono, 2019).

High levels of commitment improve organizational quality (Karami et al., 2017). Like an educational institution, this institution must adapt to the times to maintain its quality (Irmayani et al., 2018; Mensah, 2020). Raden Intan State Islamic University of Lampung is one of the educational institutions. This institution originated as a collaboration between the rector, vice-rector, deans, head of the study program, lecturers, staff, and students. It is determined that UIN Raden

Intan Lampung's achievements are the product of the collaboration of every member of this educational institution rather than the rector or vice-rector.

The success of UIN Raden Intan Lampung as an educational institution began with the transition from institute to university. The change resulted from team learning. Team learning is critical in an organization. Although all members are interconnected, each has their own set of duties inside the organization. Team learning necessitates improving the process's quality, such as dialog skills, dispute resolution, group dynamics, sound decision-making, and effective leadership.

The team learning enables UIN Raden Intan Lampung to undertake work based on teamwork, with policies set by discussion, exchanging insights, training, and sharing experience sessions. UIN Raden Intan Lampung obtained awards for second-best financial management, fourth place in Webometrics assessment, the ADIKTIS award, and other recognition for its use of team learning. This success results from collaboration among all UIN Raden Intan Lampung (Patimah, 2020).

The achievements of learning organizations in team learning compelled the researchers to research how these mental models are implemented by one of Indonesia's educational institutions, namely UIN Raden Intan Lampung, which has been designated as an international green campus.

METHODS

The study was conducted at UIN Raden Intan Lampung, which was designated as a sustainable or international green campus. This study employed a qualitative approach to analyze the circumstances of natural phenomena while emphasizing subjective human experience (Agarwal et al., 2020; Auli et al., 2018; Frühauf et al., 2017; Holtrop et al., 2018). The qualitative approach yields descriptive data in the form of written or spoken words from individuals and observed behavior (Sari et al., 2021; Suryanto & Patimah, 2019). The techniques utilized in this study referred to the behavior and instruments employed by researchers, such as observing, recording data, and using data processing techniques. Data gathering techniques comprised interviews, observations,

documentation, and questionnaires (Chu & Ke, 2017; Sari et al., 2021). The data analysis in this study involved qualitative data analysis, according to Miles, Huberman, and Johnny Saldana, involving three steps (Elliott, 2018):
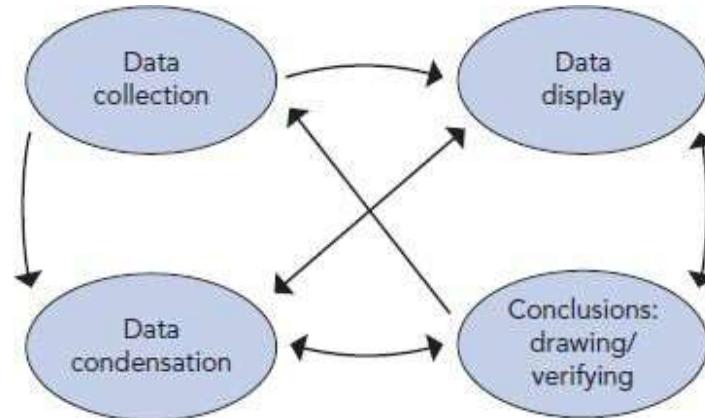

Figure 1
Data Analysis Components

The first step is data condensation. Data condensation is selecting, concentrating, simplifying, abstracting, and transforming data received during data collection (Elliott, 2018; Murtafiah et al., 2018; Razi, 2021; Rohmah, 2018). At this point, the term reduction decreases to avoid seemingly weakened and missing a process. This step continues throughout the qualitative study (Elliott, 2018; Martina et al., 2020; Supriyanto & Masrukhi, 2021). Following data collection and condensation, the researchers write summaries and code, establish themes, create categories, and compose analytic memos. This stage will continue once the fieldwork is completed until the final report is ready. Therefore, data condensation can be defined as an analysis that sharpens, sorts, focuses, discards, and organizes data to draw and verify final results (Febrianingrum, 2020; Hatta, 2020).

The second step is data display. Data display is a collection of ordered and compressed data that enables researchers to conclude (Elliott, 2018). This stage is depicted using matrices, graphs, charts, and networks. It is done so that researchers can understand what is happening, draw valid findings, and proceed to the next study stage. This stage allows researchers to simulate UIN Raden Intan Lampung's learning organization concept.

The third step involves drawing and verifying conclusions (Elliott, 2018; Sarmiento et al., 2020). In this final stage, researchers concluded UIN Raden Intan Lampung's learning organization and future developments based on the research findings.

Data is considered valid in qualitative research if it is consistent with what researchers report and what occurs in the field. Creswell describes it as trustworthiness, authenticity, and credibility. The table below shows the validity test for qualitative.

Table 1
Difference in Terms of Data Validity Test

Aspect	Quantitative Method	Qualitative Method
Validity	Internal Validity	Credibility
Applicability	External validity/generalization	Transferability
Consistency	Reliability	Auditability, dependability
Naturalness	Objectivity	Confirmability / can be confirmed

Table 1 contains four assessments for qualitative research data validity; the first is credibility. Credibility is a test of data confidence based on the findings of a study conducted through deeper observation, enhanced persistence in research, triangulation, peer discussion, and data checking by data providers (FitzPatrick, 2019; Hamilton, 2020; Kabir, 2017; Liu et al., 2019). The second is transferability. This second test determines the degree of correctness or application of the research findings to the subject of study (FitzPatrick, 2019; Hamilton, 2020; Kabir, 2017; Liu et al., 2019). The third is the dependability testing. It reviews the entire research process (FitzPatrick, 2019; Hamilton, 2020; Kabir, 2017; Liu et al., 2019). The fourth test is for confirmability. This final test supports a variety of findings, regardless of whether they meet research standards (FitzPatrick, 2019; Hamilton, 2020; Kabir, 2017; Liu et al., 2019).

The data analysis technique employed in this study was Nvivo data analysis with Nvivo 12Plus software. This software is a qualitative data analysis tool created by Qualitative Solution and Research (QSR) International (Riadi et al., 2021;

Sundari et al., 2021). There is a systematic data analysis known as coding analysis. Poerwandari says the first and most significant step before analyzing is to code the material acquired (Aryadi, 2020; Sundari et al., 2021). The coding contains multiple stages to find solutions to problems. The first is open coding. The initial stage involves marking words that are thought to reflect an essential notion in the data cluster (Ebrahimpour, 2020; Guo, 2019). Once the researcher has acquired and tested the data, this initial stage can be completed. Each data point is labeled, and the same concepts are labeled identically. The second stage involves axial coding. At this stage, numerous categories are established to support some of the codes developed in the first step (Ebrahimpour, 2020; Guo, 2019). According to Christine and Holloway, this step collects material that was segregated during the first stage while also reviewing and highlighting similar patterns. The basic categories are then reorganized in a new manner to create the key categories labeled by the researcher. The third step is selective coding, which involves selecting essential categories that connect to other categories (Ebrahimpour, 2020; Guo, 2019). In this step, the researcher also obtains the basis of the research and assembles all of the pieces that result from the emergence of theory and are included in the core category, with the content representing the most significant concepts for the informants.

The fourth step is matrix coding query, a sub-process in the query analysis stage that allows researchers to examine data more flexibly and understand what is going on in the data from a more focused perspective (Ebrahimpour, 2020; Guo, 2019). Researchers utilized this step to obtain specific data patterns by identifying combinations of nodes and attributes and displaying the results in tables. The next step is word frequency query, which involves examining the data in the query process. This step collects information on words or concepts commonly mentioned in interviews (Ebrahimpour, 2020; Guo, 2019). This stage is a reminder to always address the most significant issues within the analysis and reporting process. The sixth step is the project map, which is the final data analysis stage with Nvivo. In this stage, researchers develop an analysis map based on coding, cases, and related source data to provide information about each data's process flow and relationship

after it has been carried out from the beginning to the end (Ebrahimpour, 2020; Guo, 2019).

Framework matrices were employed in data analysis to help researchers summarize research data source material and describe the framework in the Nvivo data analysis process (Collaço et al., 2021). Therefore, the researchers developed a representative that can explain the origin of responses to existing problems using data sources and accompanying documentation.

RESULT AND DISCUSSION

The Raden Intan State Islamic University of Lampung is located in the vibrant city of Bandar Lampung in the beautiful Lampung Province. The transition from Institute to University occurred on April 7, 2017, in compliance with Presidential Regulation No. 38 of 2017. UIN Raden Intan Lampung, formerly known as IAIN Raden Intan Lampung, is the oldest and largest Islamic higher education institution in Lampung. UIN Raden Intan Lampung has made significant progress through various stages of development. Beginning with the pioneering and establishment phase, the development phase, the subsequent development phase, and finally, the status transfer phase.

While as IAIN Raden Intan Lampung was affiliated with the Lampung Islamic Welfare Foundation, led by Raden Muhammad Sayyid. In 1963, YKIL (Lampung Islamic Welfare Foundation) organized an Alim Ulama Conference in Lampung, where a recommendation was made to establish an Islamic higher education institution with a Tarbiyah (Education) Faculty and a Shari'ah (Law) Faculty. In 1964, when Lampung province separated from South Sumatra, the Tarbiyah Faculty became a branch of the Faculty of Tarbiyah UIN Raden Fatah Palembang. It was led by Syaikh Syamsuddin Abdul Mu'thi. In 1965, a new initiative emerged to establish an Islamic higher education institution in Lampung Province. As part of this initiative, the Ushuludin Faculty was established with KH. Zakariya Nawawi serving as the dean.

In 1966, two significant events took place. Firstly, the academic activities of three faculties were transferred to the Kaliawi Campus. Secondly, the Islamic Higher Education Foundation (Yaperti) Lampung was formed, with K.H. Zakaria Nawawi as its chairperson. In 1968, YKIL, Yaperti, and the joint committee achieved positive outcomes. Specifically, the Minister of Religious Affairs issued Decree No. 187 of 1968 on October 26, 1968, establishing "IAIN Al-Jami'ah Al-Islamiyah Al-Hukumiyah Raden Intan".

Mochtar Hasan, S.H., was the first Rector during that period. In 1971-1973, Drs. Ibrahim Bandung became the second Rector, marking a significant milestone three years later. The third Rector was Lieutenant Colonel Drs. H. Soewarno Achmady. This phase was marked by allocating a 5-hectare land grant in Labuhan Ratu provided by the Lampung Regional Government. He was also involved in establishing a new campus for administrative and academic purposes and relocating from the Kaliawi Campus to the Labuhan Ratu Campus.

Dr. Muhammad Zein led as the fourth Rector. During his year of leadership, the institution was granted 50 hectares of land in Sukarame, courtesy of the Regional Government and with the support of the Minister of Religion Alamsyah Ratu Perwiranegara. Fifty hectares of land were allocated to construct four lecture buildings, each with two stories. The construction of the four buildings commenced in 1984, led by H. Busyairi Madjidi, who later became the fifth Rector. In 1987, the Tarbiyah and Ushuluddin Faculty lecture activities were relocated to the Sukarame Campus Complex, while the Sharia Faculty continued to operate in Labuhan Ratu.

Under the leadership of the 6th rector, Drs. H. Pranoto Tahrir Fatoni, the faculty building and library were constructed. In addition to overseeing the construction of learning facilities, he also focused on streamlining general administration, including financial, academic, and student affairs. Significant institutional development occurred under the leadership of the seventh rector, Mr. Drs. H. M. Ghozi Badrie. The Da'wah Faculty was established in 1990, following the decision of the Minister of Religion No. 397 of 1993. As a result, the institution now had four faculties under its seventh rector.

Prof. Dr. H. M. Damrah Khair, MA, assumed the role of the 8th rector. He relocated the rectorate activities from the Labuhan Ratu Campus to the Sukarame Campus. In 1999, the post-graduate program made significant progress after being discussed in the IAIN senate session. As a result, the program received approval to open a post-graduate program, leading to the issuance of the Rector's Decree Number 222 of 1999 on December 4, 1999.

Under the leadership of the 9th rector, Prof. Dr. H.S Noor Chozin Sufri, the Student boarding house was established, along with the construction of multiple new buildings and improvements to facilities and infrastructure. Additionally, new study programs were established. The 10th rector continued the work initiated by the 9th rector, Prof. Dr. KH Musa Sueb, MA. During this period, efforts were made to enhance the educational standards of students and faculty members, improve foreign language proficiency, and create a conducive campus environment for student development. Moreover, new study programs were introduced at undergraduate and post-graduate levels, while technical implementation units and academic support institutions were strengthened. By the end of the 10th rector period, the Institution was identified as one of the government agencies that adopted Public Service Agency Financial Management (PK BLU) as per the Decree of the Minister of Finance Number 277/KMK.05/2010 dated July 5, 2010.

The previous development efforts were further advanced and enhanced under the leadership of the 11th rector, Prof. Dr. H. Moh. Mukri, M.Ag. The focus remained on improving services for students. UIN Raden Intan Lampung acquired SBSN funds to construct a 10-story building during this period. UIN Raden Intan Lampung has also achieved multiple awards at the national level during this period. In 2011, this institution achieved top rankings in the Sumatra region and at the national level in SPMB-PTAIN (new student enrolment) 2011. The same year, it was ranked among the top ten Islamic higher education institutions in terms of budget absorption. In that year, a scientific journal had also received national accreditation.

In 2014, a feasibility study was conducted on the proposal to transform IAIN (State Islamic Institute) into UIN (State Islamic University). The Director General of Islamic Education attended the study, which took place at the UIN Raden Intan Lampung Campus. In 2016, the President of the Republic of Indonesia approved the transformation of Raden Intan State Islamic Institute of Lampung into Raden Intan State Islamic University of Lampung. The university's motto emphasizes the values of intellectuality, spirituality, and integrity.

UIN Raden Intan Lampung was recognized for its exceptional performance as a PTKN BLU, receiving an award for its outstanding management within the Ministry of Religious Affairs in 2016-2017. In 2021, UIN Lampung ranked 4th in the webometrics assessment and was honored with the Islamic Religious Higher Education Appreciation Award. It also received the highest green campus score according to the UI Green Metric World University Rankings Network in 2020, placing 10th overall. UIN Raden Intan Lampung has achieved significant milestones by becoming the first campus in Indonesia to implement ISO and ranking among the top 70 world Islamic universities. In 2020, UIN Raden Intan Lampung achieved impressive global Islamic university rankings. It also stood out as the third-best Islamic higher education institution and ranked 50th among universities in Indonesia for its exceptional productivity in writing scientific publication articles and managing accredited journals over the past 3 years.

The progress made by UIN Raden Intan Lampung over the years, in line with the changing times and the adoption of the learning organization approach, has led to significant changes, developments, and achievements. This progress has positioned UIN Raden Intan Lampung as an organization that promotes team learning. The implementation at UIN Raden Intan Lampung in the team learning aspect is shown in the figure below:
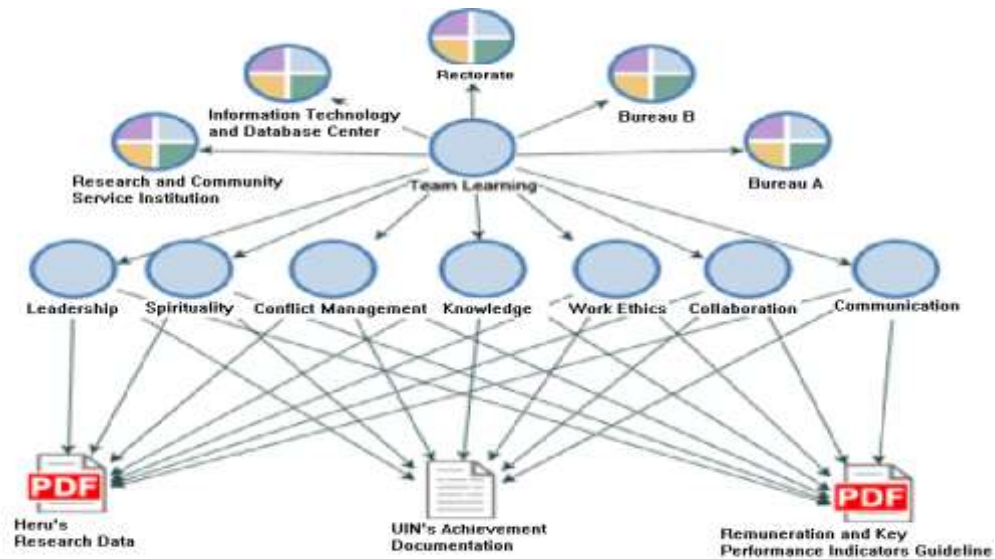
Figure 2
Team Learning Model at UIN Raden Intan Lampung

The image is a map showcasing the team learning adopted by UIN Raden Intan Lampung. At UIN Raden Intan Lampung, a theory of leadership is applied. One of the theories is the psychoanalysis theory. It is noticeable in the Faculty of Tarbiyah at UIN Raden Intan Lampung, particularly in the Islamic Religious Education Study Program. The Head of the Study Program takes on a nurturing role, much like a father figure in a family. Every task completed may lead to exhaustion, prompting individuals to voice their concerns to the Head of the Study Program. The second theory is the anticipation-interaction theory. Leaders utilize this theory to ensure effective communication and avoid misunderstandings.

The third theory is known as the "Leader Role" theory. This theory is implemented by the leaders of UIN Raden Intan Lampung through active engagement with a diverse range of individuals. Although the "two-stage model" theory is quite complex, it can be explained straightforwardly. At UIN Raden Intan Lampung, it is crucial for individuals to smoothly transition and adjust to their new work environment whenever there is a change in ranks. The fourth theory is the humanistic theory. UIN Raden Intan Lampung's leadership embodies values that prioritize individuals' well-being. For instance, one way to do this is by implementing a campus entrance hour regulation of 07.00 WIB (Indonesian

Western Time). Additionally, the leadership should adhere to the established rules and set an example by arriving earlier.

The next application is collaboration. It pertains to the creation of teams during the evaluation of study programs for improving accreditation. The following application pertains to knowledge, which UIN Raden Intan Lampung implements through assessment activities that involve a sequential process of acquiring knowledge, developing understanding, and enhancing application skills.

CONCLUSION

The implementation of team learning at UIN Raden Intan Lampung is excellent. The leadership model has continuously improved, particularly in applying the interaction-expectation theory. The leaders at UIN Raden Intan Lampung excel in effectively communicating messages to ensure a shared understanding among team members and prevent miscommunication. Developing a solid work team is crucial for enhancing knowledge and promoting effective conflict management among UIN Raden Intan Lampung's leaders. Collaborative learning is highly beneficial, fostering a sense of spirituality, intellectuality, and integrity.

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