PROBLEMS AND IMPLEMENTATION OF MULTIDISCIPLINARY ISLAMIC STUDIES

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Abstract: The purpose of this study was to find out the stakeholders' understanding of the IAI An Nur Lampung Postgraduate Doctoral Program stakeholders towards multidisciplinary Islamic studies, what the problems faced by the IAI An Nur Lampung Postgraduate Doctoral Program in implementing Multidisciplinary Islamic Studies and the design of appropriate multidisciplinary Islamic studies to be implemented in the Postgraduate Doctoral Program. IAI An Nur Lampung. This type of research is descriptive qualitative with data sources from online media, print media, journal articles, and books. This study found that most of the stakeholders of the Postgraduate Doctoral Program of IAI An Nur Lampung have a good understanding of inter-and multidisciplinary Islamic studies; problems in the implementation of inter- and multidisciplinary Islamic studies exist in four aspects: student aspects, lecturer aspects, curriculum aspects, and carrying capacity and policy aspects. Therefore, further studies and developments are needed in various aspects in order to realize a multi-talented university. The transformation of STAI An Nur into IAI An Nur Lampung has changed the epistemology of science. These changes need to be translated and poured into various levels of academic practice so that the academic community at IAI An Nur Lampung can understand and implement these changes and expectations. Studies at IAI An Nur Lampung must also be oriented towards the institute's new paradigm. One of them is the Postgraduate Doctoral Program, which seeks to develop inter, multi and transdisciplinary Islamic studies at the doctoral program level.

Keywords: Interdisciplinary Studies; Islamic Studies; Multidisciplinary Studies; Transdisciplinary Studies.

INTRODUCTION

Islamic Studies at Indonesian Islamic Religious Colleges experience dynamics that align with the demands and challenges of the times it faces. At the time of its establishment, Islamic studies were oriented toward meeting the need to prepare candidates for staff at the Ministry of Religion of the Republic of Indonesia, as reflected in the Islamic study institute of the ADIA service (Academy of Religious Sciences) in 1957-1960 (Muzakky, 2019). When the Islamic study institution was manifested as the State Islamic Institute (henceforth: *IAIN*), the orientation of the study was directed at deepening aspects of Islamic teachings that were manifested in five faculties, namely Da'wah, Ushuluddin, Syari'ah, Tarbiyah, and Adab. Then came the initiative of policymakers to transform the orientation of Islamic studies in higher education. Its form is an injection of the spirit of a more comprehensive Islamic study. The disciplines studied are not only in religious studies but also include general sciences with Islamic nuances, such as psychology, communication, sociology, anthropology, etc.

Recently, IAIN's transformation into a State Islamic University (henceforth: *UIN*) has been

carried out. The transformation was carried out based on the awareness of Muslims on the importance of mastering knowledge and technology in adapting to the rapid acceleration of changing times. If IAIN functioned as a religious and scientific institution in the past, with the transformation to UIN, efforts to strengthen the scientific function became more real (Sari, 2016). The study approach is also more varied. Not only normative doctrinal studies are put forward, but sociocultural academic studies are in line with the historical context and institutional challenges. This encourages the emergence of studies not only in Islamic disciplines but also in interdisciplinary and interdisciplinary studies.

The impetus for the emergence of new studies goes hand in hand with learning policies that are implemented remotely using technology creating new challenges faced in the implementation of Islamic Religious Education learning, especially during this Covid-19 period. According to Dewi (2020); Nopiyanto et al., (2020); Winarsieh & Rizqiyah, (2020), teachers have an important role in the implementation of online learning and are required to have creativity in the teaching and learning process as an effort to implement online learning effectively.

Another study states that the combination of learning in the modern era is a form of intelligence integration through a more meaningful educational process in the context of the ultimate goal of Islamic education (Deswita, 2010). This goal aims to create humans in their capacity as educational subjects who understand God's nature (Amin Fauzi, 2017).

IAI An Nur Lampung is a new transformation from the Islamic High School, which was established in 2002 with the vision of creating a generation of Muslims who are highly dedicated, superior in achievement, have good character and are professional in their fields. From this vision, several views consider it necessary to emphasize the development of multidisciplinary Islamic science as a centre for multidisciplinary Islamic research and for developing an Islamic, intelligent and competitive society.

This is where multidisciplinary Islamic studies are deemed necessary to be given more portion to focus on being developed in this institution. Judging from the vision and mission of IAI An Nur, it is appropriate that the entire academic community of IAI An Nur will continue to strive to realize the ideals of being a centre for the development of multidisciplinary Islamic scholarship, which will become the goal later.

In line with that, the government, through Presidential Decree No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) made provisions to regulate a framework for ranking competency qualifications that can juxtapose, equalize, and integrate the education and job training fields. As well as work experience in the context of granting recognition. Work competence under the structure of work in various sectors (Ristekdikti, 2015). What is regulated are nine levels of qualification, from level one as the lowest level to level nine as the highest level.

Graduate qualifications at Bachelor's degrees are at least equivalent to level six; graduates of professional education equivalent to level seven or eight; Applied Masters and Masters graduates are at least equivalent to level eight; Applied Doctoral and Doctoral graduates equivalent to level nine.

The Postgraduate Doctoral Program of IAI An Nur Lampung has the task and mandate to implement Islamic studies as regulated by Presidential Decree No. 8 of 2012. The key word is Multidisciplinary Islamic Studies. The problem is whether this approach is sufficiently understood by stakeholders in the IAI An Nur Lampung Postgraduate Doctoral Program? Do policy makers sufficiently understand this multidisciplinary Islamic study? How do they realize it in the form of educational rules and documents? Do students also understand the rules of scientific studies in universities that must prioritize inter, multi, and transdisciplinary approaches? This problem has a strategic side to be solved within the framework of applied research and development so that later it can find alternative models of multidisciplinary Islamic studies that can be implemented in the IAI An Nur Lampung Postgraduate Doctoral Program.

Based on the problems and explanation above, the focus of this research is how are stakeholders' understanding of the IAI An Nur Lampung Postgraduate Doctoral Program stakeholders on multidisciplinary Islamic studies?; What are the problems faced by the Postgraduate Doctoral Program of IAI An Nur Lampung in implementing Multidisciplinary Islamic Studies? and what is the right design for multidisciplinary Islamic studies to be implemented in the IAI An Nur Lampung Postgraduate Doctoral Program?

METHOD

This research is a qualitative descriptive study (see Amalia Solikhah & Herlisya, 2021; Destika, 2022; Laswaniyah, 2021; Nurchurifiani et al., 2021; Nurlaeli, 2021). For even bigger things, in the future, it is hoped that it will be able to produce academic studies on multidisciplinary Islam in the Postgraduate Doctoral Program of IAI An Nur Lampung and the design of multidisciplinary Islamic studies in the form of Educational Documents which contain: program specifications, learning outcomes, learning methods, and structures curriculum. One that can be applied is R n D research (e.g. Hinkel, 2011; Schumann, 2010; Vong & Kaewurai, 2017; Yoshikawa, 2012).

In simple terms, the data to be sought are theoretical data related to the keywords Islamic Studies, Interdisciplinary Islamic Studies, Multidisciplinary Islamic Studies and Transdisciplinary Islamic Studies. Likewise, data on IAI An Nur Lampung Postgraduate stakeholder understanding of the existence of multidisciplinary Islamic studies, as well as data on problems faced by the IAI An Nur Lampung Postgraduate Doctoral Program in implementing multidisciplinary Islamic studies, obtained from journal articles, media, books, and so on (A Review Study).

DISCUSSION

Muzakky (2019) wrote the New Dynamics of Islamic Studies, which discusses the dynamics and approaches to studying Islam in the West and the Islamic world, including Indonesia. Meanwhile, Woodward (2009), has studied "Islamic and religious studies: Challenges and Opportunities for Twenty-first Century Indonesia", which was published in the Journal of Indonesian Islam; Qadam (2015), focuses on the study of how to integrate science and religion in a book entitled Islamic Intellectualism: Tracing the Roots of the Integration of Science and Religion; Abdullah (2017) even more explicitly links Islamic studies and studies of social sciences and humanities with the title of his article "Islam as a Cultural Capital in Indonesia and the Malay World: A Convergence of Islamic Studies, Social Sciences, and Humanities", published in Journal of Indonesian Islam; and many more studies conducted by both Indonesian and foreign researchers.

Stakeholder Understanding of Inter and Multidisciplinary Islamic Studies

Inter- and multidisciplinary Islamic studies recently emerged along with the implementation of the IQF curriculum, which mandates doctoral candidates to deepen their knowledge in inter- and multi-disciplinary further, even trans-disciplinary (Nimawati et al., 2020; Sudikan, 2015). Doctoral-level Islamic studies do not only study Islam from one side of the discipline but two or three scientific disciplines at once for a single theme of Islamic studies. The development of Islamic studies can be seen methodologically, its findings are discussed both in terms of intellectual biographies, the social context of discoveries, as well as the historical range of discoveries and their contributions to the development of Islamic scholarship (Muzakky, 2019).

Inter and multidisciplinary positions can be narrated concretely in this course. Each lecture meeting is presented by looking at what is new from the topic being discussed, how the novelty was discovered, what method was used, who discovered the novelty of the study, what was the scientific and social background, what was the context of society at that time so that the discovery was true. Have a contribution to solving human problems. In general, the lectures held in An Nur's doctoral program have led to an emphasis on inter and multidisciplinary aspects. However, certain lectures are still not entirely successful in bringing students always to remember and fully understand what inter and multidisciplinary in Islamic studies are, so at special times there are lectures that are not optimal.

In terms of understanding inter and multidisciplinary Islamic studies, it can be narrated that most levels of management, lecturers, support staff and students have understood it. The keyword multidisciplinary is understanding a particular topic (Islamic studies) with several scientific points of view (disciplines) (Nimawati et al., 2020). As an illustration, through the

demand for students' needs for sources and reading materials, students often ask for this book, which does not seem to have a direct relationship with Islamic studies. For example, sociology books, psychology books, and history books. These books may be used as material to see specific Islamic themes from a non-Islamic point of view. If someone conducts an Islamic study by looking at it from the point of view of politics, economics, sociology, and history, then they have carried out a multidisciplinary Islamic study.

Inter and Multidisciplinary Islamic Studies: Problems in Implementation

To facilitate the discussion of the problems of implementing inter and multidisciplinary Islamic studies at the Postgraduate IAI An Nur Lampung, it will be viewed from four aspects: student aspects, lecturer aspects, curriculum aspects, and carrying capacity and policy aspects. The student aspect is important considering that students are the main actors (active subjects) in higher education learning (andragogy) (Clardy, 2005). The seriousness of students in implementing inter and multidisciplinary studies is an important concern because the success of this implementation largely depends on them. The lecturer aspect is also important, because the interaction, discussion process, study sharpening, and academic guidance process are carried out by lecturers to students (example: Sari, 2016).

Generally, from this interaction process, failure to achieve a goal will result in a situation of mutual blame (ICJR, 2014). Students may blame the lecturers because their performance is not optimal in stimulating students, to be more active in exploring new things in each study and face-to-face. On the other hand, lecturers will also blame students for not being able to follow the rhythm and update on the latest studies they are capable of, or it could be because the students' scientific background is incompatible with the current study area. These two entities are the spearheads in determining the success of doctoral courses that implement inter and multidisciplinary studies. Both have the same opportunity in comparing each other.

Lecturers will compare the quality of students in a certain class with those in other or previous classes. Students can also compare certain lecturers with other lecturers. As a bridge to the problems of the two entities, the presence of a curriculum that is expected to guide the successful implementation of inter and multidisciplinary studies has an important meaning as a standard guide for achievement and learning success (see examples: APT, 2011; Hanipudin, 2019; Indrawati, 2006; Jannah, 2013; Samrin , 2015; Yahya, 2017; Yulika, 2000). A well-designed curriculum, well-organized stages of achievement, both in terms of time and content and monitored in terms of evaluation, can provide direction for the lecture process.

The fourth aspect that is no less important is carrying capacity and policy (Putri, 2011). This aspect provides an outline that is supportive in terms of campus bureaucracy, the provision of online and offline learning resources, or special procedures designed by the campus in the form

of policies. It includes clinical support and facilitation of theme discovery, selection of up-to-date sources and materials, and resource tracking. Main references, access to reading resources, or the preparation of a dissertation proposal.

Implementation Problems from the Student Aspect

Many factors determine a student's success in pursuing studies, one of which is the factor of academic ability to support the completion of his doctoral research. Doctoral research requires inter and multidisciplinary studies, so the knowledge obtained during the Masters (S2) level is very decisive when doing S3 research (Nimawati et al., 2020). So, the raw material input for doctoral studies in Islamic studies should have a strong basic Islamic ability, so he only needs to deepen and expand his studies in a multidisciplinary manner.

Regarding raw material input, not all those who enter the doctoral level study have academic readiness for inter and multidisciplinary (Decke-Cornill, 2007; Gray & Klapper, 2009; Hanipudin, 2019). This is because the S1 and S2 levels taken previously were directed at monodisciplines. Students are in a difficult position to move on from the influence of previous studies. Students need the position of a supervisor to provide narratives and explanations about which studies can be carried out in a multidisciplinary manner. Students, even though they already know, but at the same time they are not aware that what they are doing is multidisciplinary. This is where the important position of the supervising lecturer providing direction, awareness, and sharpening of multidisciplinary studies conducted by students.

The problem is that the mentoring process, both on the student and the lecturer sides, is hampered because both have high levels of activity. If students rarely go to campus and do not have close contact with lecturers, they cannot get mentoring outside the scheduled mentoring hours. Again, students must be able to struggle to complete their own studies.

In addition to the problems above, the mastery of tools science such as language is also a fundamental obstacle for doctoral students, which emphasizes referring to sources and tracing initial theoretical findings, which are more developed in the Western world (Ristekdikti, 2015). Most of the students find it difficult to digest English well. To get to the topic's main source, you must first read several articles that cover the topic in Indonesian, then trace the original source and understand it slowly.

Implementation Problems from the Lecturer Aspect

Lecturers have an important role in bridging the impasse experienced by students in exploring certain Islamic studies inter and multidisciplinary. If you look at the problematic facts above, mentoring for students to be able to use multiple approaches in Islamic studies also needs to be directed by lecturers. Students do not have to be left looking for themselves but also need

to be given structured and measurable targets (Ristekdikti, 2015). In the early semester, a strong inculcation of multidisciplinary needs to be given to students by creating rigorous classroom learning. This is simply so that multidisciplinary reasoning is imprinted in every idea that students bring up at every moment of class discussion.

Not all students understand well what the desired goals of a course are. This course, which focuses on open-mindedness and openness of multiple approaches in studying Islam, can fail several times during class discussions. IAI An Nur doctoral student can almost experience this fact. Not infrequently, some students have to repeat the discussion and rewrite the paper.

On lecture occasions, we often hear several lecturers conveying important keys in Islamic Studies lectures by revealing the keywords fresh ijtihad (Mujtaba, 2015; Nursyarief, 2014; Qibtiyah, 2012), cross-reference (Masoumi et al., 2013), and open-minded (Belt et al., 2011; Meyerhoff, 2003; Stupple et al., 2017; Taniredja & Abduh, 2016). He emphasizes what is new that Muslim thinkers have to offer? Why did he find novelty in his studies? He always suggests that Muslim thinkers can cross-reference and incorporate new approaches without leaving the old approach as the basis of study, so that these thinkers can obtain fresh ijtihad. Supposedly, through this course, students should have obtained sufficient provisions to think and conduct inter and multidisciplinary studies. Each meeting that is presented by always expressing the keywords above has equipped students to be able to study inter and multidisciplinary. However, suppose you look at the students' problems at the point above. In that case, it seems that it is indeed necessary not only to remind and equip students in conducting inter or multidisciplinary Islamic studies.

After seeing the ideal facts above, some lecturers are considered less able to provide strong encouragement to students in opening inter and multidisciplinary horizons. The pros and cons of mono-multidisciplinary itself cannot be avoided, considering that Islamic studies are not placed as studies that do not only dwell on aspects of doctrine, teachings, and values (Amiruddin, 2017; Hanipudin, 2019; Iswanto, 2013; Mujtaba, 2015; Yahya, 2015). , 2017). For those who reject multi-discipline, there is an assumption that Islamic studies are directed at strengthening the building of values, so the formulations it contains are also normative.

Implementation Problems from Curriculum Aspects

As stated in several IAI AN Nur Lampung portals, it is stated that his vision is to create a generation of Muslims who are highly dedicated, superior in achievement, have good character and are professional in their fields. Observing the formulation of the vision, inter- and multidisciplinary Islamic studies need to be applied and developed to the transdisciplinary level. It is deemed necessary to produce works that lead to inter and multidisciplinary as well as transdisciplinary. These studies are actually what is needed to answer various humanitarian

challenges, especially in Indonesia, which is vulnerable to problems stemming from religious issues. The problems faced in strengthening inter, multi and transdisciplinary studies are not only in one aspect, but also appear in aspects of student input, processes, lecturers, and curriculum.

To strengthen inter, multi, and transdisciplinary Islamic studies, the legal umbrella refers to the level nine KKNI. This latest curriculum needs to be translated into lectures through a common vision and orientation for lecturers, administrators and students. Article 5 letter h of the KKNI legal umbrella states that graduates of applied doctoral and doctoral programs are equivalent to level nine (Ristekdikti, 2015). In addition, the importance of creativity and innovation development courses for students. Students can use this to find and recognize various opportunities that can be created in various areas of study.

In terms of curriculum, the Islamic Education Management Research Methodology course in the first semester can be regarded as a provision to open horizons and inter, multi, and transdisciplinary reasoning. Other courses are given to support and enrich scientific treasures that support inter and multidisciplinary Islamic discourse.

Conceptually, the order in which courses are given in the first semester systematically encourages students to conduct inter- and multidisciplinary Islamic studies. However, if problematic facts are found, as discussed in the sub-chapter above, then that is what needs to be found a way out. The fact that students are not yet fully capable of multi- approach thinking, because they are not in the same scientific level, or because they are not able to carry out multidisciplinary analysis, or because they do not have sufficient tools to understand the original source texts which are generally in English/Arabic. Perhaps, the solution could be in the form of assistance to students in identifying the ideas, facts, or ideas of their study, or by multiplying the translation of the original source for the benefit of strengthening references and understanding from primary sources..

Conceptually, the education provider provided the curriculum support that is used as a reference to lead students to produce inter- and multidisciplinary Islamic studies, in this case, the IAI An Nur Lampung Postgraduate Program. In addition to curricular support, non-curricular support is also provided to students through technical guidance activities for writing dissertations or scientific articles, public lectures, and seminars organized by postgraduates as supporting provisions in completing studies. It seems this is a problem that must be found a way out.

Implementation Problems from the Supporting Capacity and Policy Aspects

Procedurally, policy support is socialized when students first enter lectures at New Student Orientation activities or PROPTI. Further support is provided in the form of non-curricular activities (Khakim, 2018), in the form of technical guidance through seminars and training.

Before entering the second semester, support in the form of assistance in determining multidisciplinary themes for students was also problematic. It seems that the complexity that exists at the student level, who are unable to find truly inter- and multidisciplinary themes, has a systemic impact on the uncertainty of submitting titles, drafting qualifications, and preparing proposals. If so, the solution that can be taken is for postgraduates to determine a number of main research themes, which may refer to the National Religious Research Direction (ARKAN) formulated by the Ministry of Religion, as well as research directions formulated by IAI An Nur Lampung, as a derivative of the research direction national religion. The direction of this research becomes an umbrella and is achieved gradually by IAI An Nur Lampung through its students.

Apart from the problems above, another issue that is no less important is the availability of access to primary sources both offline and online. In contrast to offline sources, online sources must have been provided by IAI An Nur Lampung and can be accessed through the IAI An Nur Lampung internet network for free. Although this online resource subscription has not yet been subscribed to online sources such as Scopus, source support also needs to be provided by the organizers. Online sources that can be accessed include Ebsco, Springer, JSTOR, Wiley, etc.

Inter and Multidisciplinary Islamic Studies Design at the Postgraduate Doctoral Program IAI An Nur Lampung

Postgraduate IAI An Nur Lampung needs to review the Academic Manuscript to explain the relevance between the Study Program at the S3 education level and the development of Islamic scholarship, both in terms of the subject of study and the methodological framework used. The description in this academic manuscript contains academic arguments, sociological and juridical justifications, the scope of study and a methodological framework for the administration of doctoral program education in the field of Islamic Education Management at IAI An Nur Lampung.

At the advanced level of education, especially doctoral programs, scientific studies, including Islamic sciences, are directed to develop interdisciplinary, multidisciplinary and transdisciplinary approaches. Conceptually and methodologically, these approaches have various meanings and characteristics, and scholars develop different conceptual understandings. However, the three approaches above have the same characteristics, namely using several disciplines to study and analyze a problem that arises in society scientifically or academically. The difference lies in the position of each discipline and the relationship between disciplines in analyzing the problems being studied or researched.

Sudikan (2015) states that the multidisciplinary approach involves juxtaposition but only a few linkages between the disciplines. Cross-disciplinary involves real interaction across disciplines, even though the level and nature are very diverse or varied (Heitzmann et al., 2021). The transdisciplinary approach emphasizes holistic thinking models to replace the existing

disciplinary worldview (Nimawati et al., 2020; Sudikan, 2015). The multidisciplinary approach involves the simple act of juxtaposing several disciplines but no systematic effort for integration or combination (Nimawati et al., 2020; Sudikan, 2015). As a result, interdisciplinary communication is fragile and limited. However, this multidisciplinary approach is preferable to narrow and limited specialization.

The cross-disciplinary approach by some other scholars is also referred to as the generic sense of the interdisciplinary approach itself (Conference & The, n.d.; Levi, 1995; Richter et al., 2020). It states that a cross-disciplinary study group consists of people trained in different knowledge fields or disciplines with concepts, methods, or terms organized into a common effort about the same problem through continuous interaction or communication.

The cross-disciplinary approach implies using several concepts, methods, or theories from various disciplines that are used to analyze the data obtained on a topic, such as the sociology of urban society (Islam), the economics of middle-class (Muslim) society and so on. There are several characteristics or components of cross-disciplinary, two of which stand out: hybrids and grand synthesis. Hybrid combines parts of two related disciplines to form a new cross-disciplinary that seeks to bridge the gap between several disciplines, such as social psychology, economic anthropology, political sociology, culture and personality, economic history, and so on (Jorgensen & Philips, 2007). 2002; Richter et al., 2020). Grand synthesis reflects that interdisciplinary refers to systematically integrating all disciplinary structures or arrangements (Cartwright, 1997). This grand synthesis differs from the view of the unification of knowledge. Meanwhile, according to Miller, the transdisciplinary approach is an articulated conceptual framework that claims to go beyond the scope of a narrow disciplinary worldview and metaphorically includes parts of the field of study that are handled separately by specialized disciplines. Transdisciplinarity is a model of thinking that is comprehensive and holistic and intends to reorganize the structure of knowledge in the social sciences and even in other fields of scientific study (Tosepu, 2018). Some proponents of the transdisciplinary approach claim this approach as an alternative to other approaches, although others prefer this approach as a complement to the cross-disciplinary approach.

Among the transdisciplinary approaches are systems theory, structuralism and Marxism, and phenomenology (Rambe, 2011). So far, the systems theory approach is characterized, among others, by homology or isomorphism, cybernetics, macro-determinism and holism. There is a system hierarchy with interrelated structures in social reality (ICJR, 2014). Meanwhile, structuralism emphasizes the interrelationships between societal aspects, subject to transformation laws, social structures and systems (Febriyanto et al., 2018; Sudikan, 2015). Structuralism explores the underlying formal structure, the inner structure that is believed to

reflect the basic structure of human thought. Marxism places more emphasis on material forces for production in the formation of human society, including its symbolic manifestations, which is somewhat different from structuralism which seeks structures in human thought or cognition that influence the form of habits or institutions of human society (Masitoh, 2018; Sudikan, 2015). Meanwhile, phenomenology, as mentioned earlier, emphasizes the search for structures of consciousness that influence the thoughts or actions of human individuals (Apriyanto & Nurhayaty, 2019; Febriyanto et al., 2018; Mujtaba, 2015; Sudikan, 2015). The inter- and multi-disciplinary approach to Islamic studies at IAI An Nur Lampung's Doctor of Islamic Education Management has been strictly regulated. However, what is needed is an implementation format of the approach in the lecture process.

CONCLUSION

Stakeholders' understanding of inter and multidisciplinary Islamic studies, most management levels, lecturers, support staff and students at the IAI An Nur Lampung Postgraduate Doctoral Program have understood them well. The problems of implementing inter and multidisciplinary Islamic studies in the Postgraduate Doctoral Program at IAI An Nur Lampung are in four aspects: student aspects, lecturer aspects, curriculum aspects, and carrying capacity and policy aspects. Considering that the implementation of the student aspect is raw material input, not all those who enter the doctoral level study have academic readiness for inter and multidisciplinary in addition to language and psychological problems. The problem with the implementation of the lecturer aspect is that there are lecturers who ideally understand the concept of lectures with an inter and multidisciplinary approach. Conceptually, the problem with curriculum aspects is that the order in which courses are given from semester one to semester two is systematic enough to encourage students to conduct inter and multidisciplinary Islamic studies.

The design of inter- and multidisciplinary Islamic studies at the doctoral level and scientific development contains academic descriptions and arguments, sociological and juridical justifications, the scope of study, and methodological framework for the administration of Islamic Education Management doctoral program at IAI An Nur Lampung. In terms of content, developing an implementation format of the approach in the lecture process is still necessary. Lecture tools that describe this approach need to be developed so that they can become a guide for lecturers.

Although the postgraduate management has provided curriculum support which is used as a reference to lead students to produce inter- and multidisciplinary Islamic studies. Non-curricular support needs further improvement through technical guidance activities for writing dissertations or scientific articles, public lectures, and seminars. organized by the postgraduate

as a supporting provision in completing studies. Another thing suggested in this section is the need to determine the direction of inter, multi, and transdisciplinary research that can be used as a reference for students in completing their final project. The direction of this research is important as a way of answering the statement that not all students studying on campus have definite directions and targets related to their studies.

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