

Academic Policy of Islamic Private University as Response to the Challenges of Disruption Era

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Abstract. Some of the functions of education policy research in general are: 1) providing services in the form of facts (evidence), input that is affirmative verification as a refinement for all stages in the policy research process, 2) providing criticism in the form of perspectives, falsifying alternatives or constructive criticism of improving the quality of education policy through policy formulation, 3) facilitating policy makers in formulating policy designs, by providing arguments or information they need in solving fundamental educational problems. This study aims to see descriptively and analyze the response of private universities' academic policies to the development of the era of disruption that has hit all lines of people's lives, including universities. This response is absolutely necessary to show the readiness and existence of private universities in their role as agents that contribute to the intellectual life of the nation and prepare human resources who are strong and can adapt in this era that is changing so fast. This research uses a single case study research design. This study found that private Islamic religious universities have shown certain responses to the development of the era of disruption in the form of completely new academic policies from previous policies, which is very visible as a response to the demands of the digital era and the industrial era 4.0. The responses include academic policies in the fields of education, research, and community service, which can be seen in detail in the review of this research report.

Key words: academic policy; disruption era; private university.

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INTRODUCTION

In almost every area of life, the last few years have seen major and fundamental changes. To meet the needs of his life, humans today are completely different from previous eras. These lifestyle changes provide opportunities as well as challenges for each individual and group life actor, ranging from those involved in micro-economic business, to macro elements in the form of government agencies, as well as private organizations. This includes university governance. In management science, a very drastic change in people's lifestyles in this era is called the era of disruption. In the era of disruption, change is not a slow process that people can easily follow. However, in the era of disruption, changes occur so quickly like a volcanic explosion that the vomit can destroy and scorch old lands and replace them with new land that is completely different from before. This is the era we are currently facing.

In plain view, the economic business sector is the fastest and most massively affected sector. Thousands of large companies that have been established and for years have controlled the business field in this country, have collapsed because they cannot adapt to the drastic changes of this era. The lack of creativity, the lack of

human resources who have digital skills as a special feature of this era, are one of the causes of the collab of these big companies. They are replaced by newcomers who come with fresh ideas, creativity, skills and digital literacy who can better adapt to the demands of the current era of disruption. Apart from the economic and business fields, the education sector cannot avoid the definite impact of the era of disruption. Although the impact on it has not been felt on a large scale. But slowly but surely, the disruption brought by this era will also threaten the existence of universities. What is currently most felt is the demand for graduate competence, in which graduates from universities must be prepared to be able to face the needs of the job market in an era that is completely different from previous years.

The scene that we are currently witnessing, presents a view of the changing science and technology that is changing the world with a new face. With this big change, higher education institutions as one of the elements of the nation that have a very big role in the creation of human resources must appear with a new face that is ready to adapt with the best way they can. Both in terms of institutional governance, as well as in terms of academics. Adjusting in the sense of whether he will go with the flow of disruption as

a whole, prepare provisions, divert his path, or stop it altogether. What is clear, college cannot stay silent in the comfort zone that he has been enjoying. If they want to survive and maintain their existence as agents of social change, universities must be more sensitive to the changes brought about by this era of disruption. Consequently, like it or not, the university bureaucracy, which has been prioritizing rigid and standard principles, must begin to change its approach in responding to change. Not only in the bureaucracy, but also in how it provides quality education to its customers, namely students and the world of work. This study wants to see the response of private universities in regions in Indonesia, in responding to the era of disruption, especially responses in the form of academic policies.

METHODS

This study uses a qualitative approach. This approach was chosen because the researcher aims to reveal in detail and in depth the research problem, which cannot be approached only by scores or figures from the measurement results. The problems that exist in this study can only be described and analyzed through in-depth data mining with a qualitative approach. Some of the functions of education policy research in general are: 1) providing services in the form of facts (evidence), input that is affirmative verification as a refinement for all stages in the policy research process, 2) providing criticism in the form of perspectives, falsifying alternatives or constructive criticism of improving the quality of education policy through policy formulation, 3) facilitating policy makers in formulating policy designs, by providing arguments or information they need in solving fundamental educational problems.

The data collection technique of this research was carried out by the methods of observation, interviews and documentation. Observations were made in the real environment at the research location. Interviews were conducted with academic policy makers at the subject colleges. Documentation is done by analyzing documents that are relevant to academic policies as a response to the challenges of the era of disruption in subject universities. Data analysis was carried out with the stages of data reduction, data presentation, and drawing conclusions. The technique of testing the validity of the data is done by triangulation techniques, namely comparing or checking the data from observations, interviews,

and documentation.

RESULT AND DISCUSSION

Definition of Academic Policy is a strategic direction that serves as a guideline for academic management and development in a university. This policy provides guidelines for all educational, research, and community service activities that must be carried out to achieve better conditions in the future in accordance with the Vision, Mission and Goals set by the university. The academic policy of a university is the embodiment of existing statutes and regulations, which contain policies in the fields of education, research, and community service. Academic Policy is one of the important references for University Leaders in preparing Academic Standards, Academic Regulations, Strategic Plans, Academic Guidelines, and allocating the resources needed to implement planned programs and activities. At the implementation level at the Faculty level, the University's Academic Policy is used as a guide for the Faculties in preparing Faculty level Academic Policies.

The objectives of the Academic Policy drawn up based on the Statutes are generally aimed at: 1) Forming moral people, having faith and piety to God Almighty, having Indonesian personality, and possessing academic and/or professional abilities who can apply, develop, and or enrich the repertoire of science, technology, and art. 2) Develop, disseminate, and use science, technology, and art to improve people's lives and preserve and enrich national culture. 3) Realizing the university as a center of excellence in the fields of education, research, and community service in the context of the welfare of the nation without leaving local wisdom. 4) Continuously improve the quality of universities to achieve a respectable position in global cooperation and competition. 5) Support community development as a moral force in the context of building a just, prosperous, and prosperous society.

The definition of academic policy in the field of education is a policy that specifically provides standards and directions related to the development and implementation of an integrated learning process, based on the principle of academic freedom. The process in question is to instill knowledge and values to create graduates who have integrity, quality, dignity, innovation and ethics, who have values to be achieved. The definition of academic policy in the field of research is a policy related to research activities carried out according to scientific principles and

methods to obtain data, information, and information related to understanding, deepening and/or testing a branch of knowledge and technology, as well as producing new discoveries, either in the form of knowledge, concepts, and theories. The academic definition of community service is a policy related to the activities of the academic community in practicing and civilizing Science and Technology to advance public welfare and educate the nation's life. Community service is directed to assist in answering the problems faced by the community.

Based on the data mining that has been done, it appears that academic policies in private universities as a form of response to the challenges of the era of disruption broadly cover three domains, namely the realm of education, the realm of research, and the realm of community service. The following will describe each of the areas of implementation:

1. Academic policy in the field of education.

Several academic policies in the field of education taken by private Islamic religious colleges in response to the challenges of the era of disruption include the following:

- a. Policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity of every faculty to review the curriculum of each study program under it, referring to the KKNI, SN-DIKTI and the Independent Learning Curriculum of the Independent Campus.
- b. Policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the obligation of every faculty to enrich the capacity and competence of students through educational activities, training, workshops, and seminars outside of compulsory lectures.
- c. Policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the obligation of every Faculty to enrich the social media content of the Faculty and Study Programs as well as units and institutions which include websites, Youtube accounts, Instagram accounts, Facebook accounts, and Tweeter accounts.
- d. Policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the obligation of every Faculty to conduct Guest Lecture activities which are guided by professionals, practitioners, business people, and other public figures in order to bring students closer to the world of work.
- e. Allocation of revenue and expenditure budgets for academics and cooperation to

update academic information systems that are more supportive of hybrid and blended learning.

- f. Allocation of revenue and expenditure budgets for academics and cooperation to equip laboratories with infrastructure that supports the quality of graduates.
- g. Allocation of revenue and expenditure budgets for academics and cooperation for activities to increase digital literacy skills for students.
- h. Allocation of revenue and expenditure budgets for academics and cooperation for seminars and workshops on hybrid and blended learning for lecturers.
- i. Recruitment of education personnel with advanced qualifications in the field of Information Technology to support all activities connected to the internet.

2. Academic policy in the field of research.

Several academic policies in the field of research taken by private Islamic religious colleges in response to the challenges of the era of disruption include the following:

- a. Policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity for Research and Community Service Institutes to formulate research maps directed at enriching students' soft skills.
- b. Allocation of revenue and expenditure budget for Research and Community Service Institutions for research grants for lecturers.
- c. The allocation of the Research and Community Service Institute's revenue and expenditure budget for student research grants.
- d. Allocating the revenue and expenditure budget of the Research and Community Service Institute to the Community for the application of intellectual property rights for lecturer innovation products.
- e. Allocating the revenue and expenditure budget of the Research and Community Service Institute to the Community for the application of intellectual property rights for student innovation products.
- f. Policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity for Research and Community Service Institutes to publish online all research activities carried out by lecturers and students.

3. Academic policies in the field of community service.

Several academic policies in the field of community service taken by private Islamic religious colleges in response to the challenges of the era of disruption include the following:

- a. Circular of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity for Research and Community Service Institutes to formulate a map of community service that is directed at enriching student soft skills.
- b. Allocating the revenue and expenditure budget of the Research and Community Service Institute to the Community for community service grants for lecturers.
- c. Allocation of the Research and Community Service Institute's revenue and expenditure budget for community service grants for students.
- d. Circular of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity for Research and Community Service Institutes to publish online all Community Service activities carried out by lecturers and students.

The three policy domains described above show that the development of academic policies in private universities in the regions has been entirely based on these policies. This shows that even though it is a growing university and is located in an area which has limitations in management, including limited budget and facilities and infrastructure, it still tries to refer to government policies in its management process.

Referring to the policy of the Ministry of Research, Technology and Higher Education, there are five important elements that must be implemented to encourage competitiveness in the global arena in the Industrial Revolution 4.0 era, namely the first preparation of a more innovative learning system in universities such as adjusting the learning curriculum, and increasing student abilities in terms of Information Technology (IT) data.), Operational Technology (OT), Internet of Things (IoT), and Big Data Analytic, integrating physical, digital and human objects to produce competitive and skilled university graduates, especially in the aspects of data literacy, technological literacy and human literacy. Second, the reconstruction of higher education institutional policies that are adaptive and responsive to the industrial revolution 4.0 in developing the required trans-disciplines and

study programs. In addition, the Cyber University program has begun, such as the distance learning lecture system, thereby reducing the intensity of lecturer and student meetings. This Cyber University is later expected to be a solution for the nation's children in remote areas to reach quality higher education.

The third preparation of human resources, especially lecturers and researchers as well as engineers who are responsive, adaptive and reliable to face the industrial revolution 4.0. In addition, the rejuvenation of infrastructure and facilities is carried out to support the quality of education, research, and innovation. The four breakthroughs in research and development that support the Industrial Revolution 4.0 and the research and development ecosystem to improve the quality and quantity of research and development in Universities, Research and Development Institutions, LPNK, Industry, and Society. The five innovation breakthroughs and strengthening the innovation system to increase industrial productivity and increase technology-based startups. The most important thing is that there is a mental revolution that must start from education, considering the role of education is very strategic in shaping the mentality of the nation's children. The development of culture and national character is realized through the realm of education (Kristiawan, 2015).

Based on the five important elements that must be implemented to encourage competitiveness in the global arena in the era of the Industrial Revolution 4.0 contained in the Ministry of Research Technology and Higher Education policy, the three policy domains made by private Islamic religious universities in the regions have all referred to this policy. This shows that even though it is a growing university and is located in an area which has limitations in management, including limited budget and facilities and infrastructure, it still tries to refer to government policies in its management process.

The policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity of every faculty to review the curriculum of each study program under it, referring to the KKNI, SN-DIKTI and the Independent Learning Curriculum of the Merdeka Campus, shows that university administrators are not only responsive to the rules of the Indonesian government, but are also well aware that The curriculum is very essential because it is directly related to the student learning menu. Therefore, responding to the

challenges of the era of disruption, curriculum review activities need to be carried out in order to update learning content, media, methods, sources, references, learning outcomes, and profiles of study program graduates.

The policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity of every faculty to enrich the capacity and competence of students through educational activities, training, workshops, and seminars outside of compulsory lectures, shows that higher education managers want to make serious enrichment in terms of student skills relevant to graduate profile. Through educational activities, training, workshops, and seminars outside of compulsory lectures, students will get additional learning experiences that are more oriented to technical and practical skills to support their competence.

The policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity of every Faculty to enrich internet-based social media content for Faculties and Study Programs as well as units and institutions which includes websites, Youtube accounts, Instagram accounts, Facebook accounts, and Tweeter accounts shows that university administrators are aware of that there is a shift in people's lifestyles from manual to digital, which almost covers all community activities, one of which is a source of information about the existence of a campus. With quality internet-based social media in quantity and quality, by itself the quality of campus management, especially in building image, will be fulfilled. Because it is through internet-based social media that campus activities and their quality can be directly accessed by the public.

The policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the obligation of every Faculty to conduct Guest Lecture activities led by professionals, practitioners, business actors, and other public figures in order to bring students closer to the world of work, shows that university administrators are aware that theory does not always mean can make students skilled and creative. Students must obtain "testimonials" from public figures relevant to their study program so that they have an overview of the world of work which they are currently learning only in theory and a little practice.

The allocation of revenue and expenditure budgets for academics and cooperation to update academic information systems that are more

supportive of hybrid and blended learning shows that higher education managers realize that lecturers as educators need to have the opportunity to develop themselves, especially in new and needed aspects, for example to master learning strategies in this era of disruption, namely hybrid and blended learning strategies.

The allocation of revenue and expenditure budgets for academics and cooperation to equip laboratories with infrastructure that supports the quality of graduates, this shows that higher education managers are aware that there are changes in several things related to the facilities and infrastructure needed to complement the quality of learning in this era of disruption, especially those that related to multimedia. The allocation of the academic income and expenditure budget and Cooperation for activities to increase digital literacy skills for students, and the allocation of the academic income and expenditure budget and Cooperation for hybrid and blended learning seminars and workshops for lecturers, shows that university administrators want to ensure human resources namely lecturers, as well as students as subjects of higher education, must always be given the opportunity to develop themselves so that they can continue to exist and actualize themselves in this 4.0 industrial revolution.

Recruitment of education personnel with advanced qualifications in the field of information technology to support all activities connected to the internet is also a university policy whose ultimate goal is to strengthen universities with human resources who are experts and truly competent in their fields, especially in the field of informatics engineering. Without supporting human resources, the new tasks of higher education as a result of the era of disruption will not be able to be carried out optimally due to limited human resources.

Not only in the field of education, but also in the fields of research and community service, private universities in the regions are also trying to answer the challenges of the era of disruption with various new policies. The policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity for Research and Community Service Institutes to formulate research and community service maps directed at enriching students' soft skills shows that university managers want research and community service activities to be systematically planned, so that the direction of goals and goals can be more easily achieved. The allocation of the

Research and Community Service Institute's revenue and expenditure budget for research and community service grants for lecturers, the allocation of the Research and Community Service Institute's revenue and expenditure budget for research and community service grants for students, shows that the university management wants to give appreciation to the community academics that are responsive to the changes in this era of disruption. Likewise with the policy of allocating the income and expenditure budget of the Research and Community Service Institute for filing IPR for lecturer innovation products and the allocation of the Research and Service Institute's revenue and expenditure budget to the Community for filing IPR for student innovation products.

The policy of the Vice Chancellor for Academic Affairs and Cooperation regarding the necessity for Research and Community Service Institutes to publish online all research and community service activities also shows that university administrators are aware of digital literacy and are trying to keep up with the current developments as active and productive actors, not just an inanimate object brought about by the disruptive current of this 4.0 industrial revolution.

CONCLUSION

Recommendations that can be given by researchers as a form of scientific responsibility according to the research material that has been carried out are that all policies that have been made, monitoring and evaluation are carried out in order to determine their effectiveness and efficiency as a university response to the challenges of disruption era.

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