

## BUILDING SPIRITUAL ENVIRONMENT FOR ENHANCING ISLAMI CHIGHER EDUCATION STUDENTS' QUALITIES INTHE ERA OF INDUSTRIAL REVOLUTION 4.0

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### ABSTRACT

*This paper aims to articulate the important roles of building spiritual environment for students' qualities in Industrial Revolution 4.0 based on three qualities: academic ethic; academic performance; and academic honesty. Purposely, by examining this issue may inspire the Islamic Higher Education heads in handling some negative influences of global culture, like vandalism, racial discrimination, and other hardness. But, after reviewing this article, they will be motivated to build their campus with healthy and conducive climate for excellent achievement. In turn, the students are challenged by many new experiences as they adjust to their new environment and learn to balance their academic responsibilities and social life supported by spiritual atmosphere. Even, some previous researches have examined two factors, religiousity and spirituality, that can contribute to the academic success of college students. It is meant that they found relationship close between spirituality and students quality.*

**Keywords:** *Spiritual Environment, Students' Qualities, Era of IR 4.0*

### INTRODUCTION

The Law of the Republic of Indonesia Number 20 of 2003 concerning the Fourth National Education System on Higher Education, on Chapter XIV concerning Education Management Article 50 paragraph 6 which states that, "Universities determine policies and have autonomy in managing education within their institutions". (Undang-Undang RI. Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional., 2003).

Accordingly, universities have the authority to determine policies in managing their institutions, especially those related to education and teaching activities.

In the learning process of the IR 4.0, establishing a spiritual environment is a prerequisite, because the impact of globalization era through internet media is unavoidable. It can be done through developing the values within students to overcome challenges in advancing and fostering educational technology

4.0 and the impact of globalization era through internet media is unavoidable (Syamsuar, 2018). The term globalization is very easy to consent and is known to people all over the world marked by the rapid development of science and technology that can change the world comprehensively (Musa, 2015).

Islamic universities, then, are expected to be able to anticipate the effects of globalization, especially those related to the negative impacts such as vandalism, racial discrimination, and other violence act by establishing a spiritual environmental campus that always prioritizes religious values (*Qur'ani* values) in the learning process for students. They can distinguish what is good and bad, they will always abide to the teachings of the *Qur'an* and *Al-Hadith* as guidance.

Education in the industrial revolution 4.0 era is a conscious effort of adults in educating, guiding, directing, and shaping the personality of students to reach out the aspect of maturity to respond to the needs of the emergence of the fourth industrial revolution, where humans and machines are aligned to find

solutions, solve problems, and of course find possibilities for the newest innovation. Then how does Islamic Higher Education face this industrial revolution 4.0? For that reason, this paper aims to describe how to "Build a Spiritual Environment to Improve the Quality of Islamic Higher Education Students in the Era of the Industrial Revolution 4.0". This paper will examine; (1) the opportunities and challenges of the industrial revolution 4.0 era for Islamic higher education students; (2) the supporting factors for the successful learning of Islamic higher education students, and; (3) the urgency of establishing a spiritual environment for Islamic universities to get excellent achievement.

The relevant previous study on education in the industrial revolution 4.0 era, entitled "Factors Affecting the Success of Online Learning in the Industrial Revolution 4.0" is written by Roman Andrianto *et al* in 2019 (Roman Andrianto Pangondian, 2019). The study indicates that the factors affecting the online learning system that should be met for it can be implemented successfully are:

adequate infrastructure, quality of universities, learning systems and information, human resources and regulations. This research has not discussed the factors affecting the success of *e-learning* from a spiritual perspective.

## DISCUSSION

### **Opportunities and Challenges of the Industrial Revolution 4.0 Era for Islamic Higher Education Students**

Currently, we are standing at the entrance of a technological revolution that will fundamentally change the way we live and the way we work with one another both domestically and internationally. (Ganto, Kamis, 29 Agustus 2019.) The industrial revolution is a brief fundamental change of the life style and social behavior of society among industrial economic activities in various sectors. (Ahmadnur, 28 Agustus 2019). Industrial revolution affects the ways we look things. It transforms what was originally so difficult, time-consuming, and expensive to relatively easy, fast, and cheap. (Susanto, Rabu 28 Agustus 2019).

Through the link and match Indonesia foster vocational education for improving skill quality of workforce. It means that education is designed in such a way to increase the relevance of vocational schools with the needs of the working world, business, and industry. For companies that cooperate with universities in vocational education, the government is preparing incentives in the form of a super deductible tax recognized by the tax office to reduce gross income. (Pasa, 2015 )

It is easy for Islamic universities students to get accessible opportunities such as internet to search for references like books and literature, journals, papers and others, to do all the courseworks and to obtain knowledge, both religious and general ones. Thus, by reading a lot of human resource type of literature, students will experience some advancement within themselves for having high human resources, Islamic college students will be able to compete with graduates from any university, even at the international level.

There are challenges for middle society to balance the rapid development of digitalization technology and the role of humans. It is possible that in the next five years, the impact of this Industrial revolution will eliminate 35% of the human-based works and even in the next 10 years, the lost will increase to 75% as stated by DwikoritaKarnawati (2017).

The shifting phenomenon in human labor towards digitalization is a form of challenge that students need to respond to. They need to be able to maintain the stability of the Indonesian economy. The availability of human resources has been seen as the most crucial main problem in facing industry 4.0. Some of the challenges are (Ahmadnur, 28 Agustus 2019); enhancing student competencies, communication skills, ability to work collaboratively and ability to continuously learn and being adaptive to the environmental changes.

In this case, the important role of Islamic higher education students come more complex and competitive to play. For such

matter, students has become the main instrument in implementing the *tri dharma* of higher education: (1) the teaching and learning process; (2) research;and (3) social services.

### **Supporting Factors for Student Success in Islamic Higher Education**

The success of students in achieving learning achievement in higher education, one of which is influenced by the environment like the family, the college, and the community environment, especially the peer-environment(Rodliyah, 2013).Having a good environment, especially a strong religious and spiritual environment, students are expected to be able to gain control of themselves from negative things as well as to prevent them from doing immoral acts or behaviors that are prohibited by Islamic teachings.

According to (Sampoem, 2002), the results of his study suggested that "Students' perceptions towards their lecturers and the alma mater's environment can also affect their

motivation in learning" which means that when students' perception towards their lecturers are good, then they will likely to like their performance, students will enjoy the subjects they taught. When students have already liked the course, of course, they will be motivated to study it well.

Student's achievement is a reflection of the student's potential influenced by the quality of the teaching and learning process. The teaching and learning process itself are at least consists of three influential changes; the quality of teaching staff (lecturers), curriculum and infrastructure, as well as laboratories.

Student's achievement can be identified from the GPA (*Gradual Achievement Index*) which measures students academically. The score of GPA is influenced by student learning motivation, intrinsically and extrinsictly.

### **The Urgency to Build a Spiritual Environment for Islamic Universities to Get Excellent Achievements in the Industrial Revolution 4.0 Era**

Islamic education is the effort of sincere Muslim adults to consciously direct and guide the development of the nature (basic abilities) of students through Islamic teachings towards the maximum point of development. (Arif, 2008).Islamic education incorporates physical and spiritual elements. The fundamental thing serves as basis in the developing human personality to create a generation believing in one God, Allah SWT, has faith and fear of Allah SWT and behaves islamically is the establishment of spiritual values. Thus, an instrument is needed to carry out the *tarbiyah* function such as Islamic Higher Education based on the *Qur'an* and *Al-Hadith* which always encourages good values for each student(Sudaryanto, 2019).

Building up the spiritual environment of Islamic universities to get excellent achievements in the industrial revolution 4.0era can be

carried out through three things, such as: (1) academic ethics, (2) academic honesty, and (3) academic performance.

### 1. Academic Ethics

Lillie classifies ethics as a normative science whose role is to give consideration to human behavior in society whether it is good or bad (Charis, 1995). The academic world is a unique world, in which there are rules that should not be broken. Someone will be disgraced as academics at campus when they do this. Because this ethical issue is very urgent in universities, it is very common of it to form a particular unit tasked for having symposium and reviewing the ethics of the people within campus itself, this unit is called "Honorary Council of Academic ethics".

The author uses this notion as a reference in developing some academic ethics that must be possessed by a scientist or prospective one (lecturers and students), they are: a) *truth*, the academics (lecturers and students), must abide with the truth. The truth here is at least divided into three

types of truth; scientific, philosophical, and religious truth, b) *honesty* that is closely related to disclosing actuality, c) *having no direct personal interest*, a scientist or researcher must remain consistent based on scientific principles, d) *build upon strong argumentative claim* which has nothing to do with political or personal supremacy that is not related to any scientific matters, e) *being rational, objective, and critical*, f) *being Open minded*, willing to communicate their knowledge openly, g) *being pragmatic* and h) *universal*, which means applicable to all people around the world (Kebudayaan, 1984).

Some basic principles from the basic ethics above must be applied for scientific reasons. Any wrong actions that are not based on these principles may have a very significant impact on society.

### 2. Academic Honesty

Character education is a long educational process to help students develop good characters such as caring, and acting out based on key ethical values such

as; fairness, honesty, responsibility, and self-respect and respect for others (Schaeffer, 1999). Therefore, by developing academic honesty, students are expected to know, care, and acting out based on the principles of honesty in completing assignments on campus.

Academic honesty is a concept that can be perceived from various aspects, in which it allows many academic dishonesty behaviors to be discussed and debated (Braun, 2009). Academic dishonesty is commonly committed by students to achieve the desired results through prohibited and unjustified ways (Genereux & McLeod, in Vinski & Tryon, 2009). Some of the academic dishonesty behaviors include; copying answers from friends when doing particular test, cheating, using other students' work as his own.

Payan (Payan, 2010) describes academic dishonesty as behaviors related to cheating on exams, working together during exams, plagiarism, hacking computers, falsifying information. Academic

dishonesty consists of four categories such as cheating, giving false information, facilitating the act of academic dishonesty, and plagiarism. Therefore, it can be concluded that academic dishonesty is particular behavior which has tendency to cheat, plagiarize, lie and do unusual things in completing academic assignments and exams.

Natanshon et al., mention that cheating behavior is related to the academic ability. The result of his research suggested that students who are aware of their weaknesses in their academic competence will likely to cheat, whereas students who are capable and aware of his competence tend to avoid cheating (Natanshon, 2006).

Mazar et al., (Mazar, 2008) revealed that the act of cheating is triggered from external and internal desire. The external desire usually manifest in the form of expectations for the best result. Students do the cheating because they expect the best result they can get in the form of better grades. The second one is internal desire

which manifest in the form of self-concept of honesty. In this case, internally, students will always experience dilemma to choose between getting a good score from cheating or develop a positive self-concept for honesty. To overcome such problem, students' academic honesty needs to be a top priority to be developed within students. Academic honesty itself is a part of character education.

### 3. Academic Performance

Someone's success in carrying out a job by (Millet, 1998) is defined as performance. Meanwhile, Lawler and Porter (1976), define performance as a successful achievement obtained by someone from what he does. So that the level of a person's performance is a measure of the extent to which he is successful in carrying out his duties (As'ad, 1984).

Learning achievement is an instrument to identify students' performance during the lecturing period at class. Bloom and Slameto (1988) view evaluation as a systematic collection of evidence to determine whether there is a change in the learning process itself. To find

out how many changes takes place in each student within the lecturing period, student's GPA (Gradual Achievement Index) is used as evidence of the learning achievement.

One of the factors affecting students' academic performance is learning motivation. Learning motivation will encourage and direct the students during the learning process (Astuti, 2010). Learning motivation is very closely related to student behavior at school. Learning motivation can arouse and direct students to learn something new. When teachers raise and initiate students' learning motivation, they will strengthen the responses that have been learned (TIM Educational Science Development FIP-UPI, 2007: 141). Being persistence to achieve success despite being faced with various difficulties is a reflection of high learning motivation (widiarti, 2018)

### CONCLUSION

*First*, globalization towards students' behavior in Islamic universities can give positive and negative effects. The positive influence can be seen when students



are enthusiast in the learning process through the use of various facilities available on social media and the negative influence can make students' mindsets to be liberal, hedonistic, and embracing consumptive lifestyles. *Second*, the factors that support the success of students' learning at Islamic universities are most urgently influenced by environmental factors, such as the family environment and conducive college environmental factors in the form of a harmonious environment between lecturers and students. *Third*, the urgency of building a spiritual environment for Islamic Higher Education to get excellent achievements is carried out with three academic qualities, they are; academic ethics, academic honesty, and academic performance which is the process of one's behavior to produce an utmost learning achievement. The learning achievement itself is the final result achieved by students as the indicator that they have completed and being successful during their education in a university.

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