THE EXISTENCE OF HIGHER EDUCATION

IN CREATING SKILLED AND PROFESSIONAL GRADUATES CAPABLE OF USING TECHNOLOGY AND INFORMATION AS WELL AS BUILDING RELIGIOSITY IN SOUTHEAST ASIA

Higher Education can be said to be developed and advanced if it can maintain its existence in society, namely by carrying out education and teaching, research and scientific publications nationally and internationally, carrying out Community Service activities with various Methodologies such as Thematic Community Service, Participatory Action Research, Asset Based Community Development, Community Based Research and other approaches. The Association of Experts and Lecturers of the Republic of Indonesia or ADRI in Bengkulu Province brings together universities in Bengkulu with the aim of implementing the Tri Dharma of Higher Education as proof of a real contribution to advancing the Nation and State. Through International Seminars, Community Service, Scientific Publications through Journals and Books. Hopefully it will provide concrete evidence for the existence of higher education institutions.

The existence of higher education institutions in the era of information technology and digitalization, a quality higher education system is needed to be able to adapt to the dynamics of change. The type of research in this article is qualitative research through tracing a number of literatures as primary sources. The results of the study show that the higher education governance system must also pay attention to the Good University Governance principle in reducing the risk of errors in its management. With the scope of Good University Governance which includes elements of planning, implementation, control, and continuous quality improvement based on monitoring and evaluation. The realization of higher education governance is expected to be carried out gradually, planned, and programmed with a clear time frame starting from quality assurance governance, functional aspect governance including financial governance, and information governance and digitization.(MarsusSuti, Muh. ZadlySyahdi, Didiharyono D.)

ADRI

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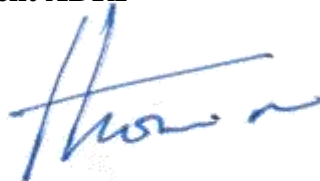
PREFACE PRESIDENT ADRI

Praise and Gratitude to the presence of Allah Subhana wata'ala for abundance of mercy and grace, ADRI Bengkulu friends can complete writing from the results of seminars, discussions and research on the Existence of Higher Education in terms of educational and teaching factors, research and scientific publications, dedication to the community, of course we have to give appreciation and thanks, hopefully the next works will be born for the progress of the nation and state.

Higher Education can be said to be developed and advanced if it can maintain its existence in society, namely by carrying out education and teaching, research and scientific publications nationally and internationally, carrying out Community Service activities with various Methodologies such as Thematic Community Service, Participatory Action Research, Asset Based Community Development, Community Based Research and other approaches. The Association of Experts and Lecturers of the Republic of Indonesia or ADRI in Bengkulu Province brings together universities in Bengkulu with the aim of implementing the Tri Dharma of Higher Education as proof of a real contribution to advancing the Nation and State. Through International Seminars, Community Service, Scientific Publications through Journals and Books. Hopefully it will provide concrete evidence for the existence of higher education institutions.

Thus we convey this preface, this book is very useful for all of us, there are many interesting things in this book that we can continue to discuss in seminars and research. ADRI always strives to present knowledge in a tangible form that is beneficial to society, of course we are building the nation and state together. Thank You.

Sidoarjo, 9 June 2023
President ADRI

Prof. Dr. H. Achmad Fathoni Rodly, M

PREFACE CHAIRMAN
ADRI BENGKULU

Praise and Gratitude to the presence of Allah Subhana wata'ala for the blessings and gifts given, we from ADRI Bengkulu can carry out International Seminar activities and finish writing Book Chapters from the results of discussions, seminars and research with the theme The Existence of Higher Education Creating Graduates Who Are Skilled, Professional, Capable of Technology and Information, Building Religion in Southeast Asia at Dehasen University UNIVED Bengkulu.

International Seminar activities were attended by universities in Bengkulu Province, namely UNIVED Dehasen University, Prof. Hazairin UNIHAZ, Bengkulu University UNIB, Bengkulu Muhammadiyah University UMB, UIN Fatmawati Bengkulu, IAIN Curup, STIA Bengkulu. Universities originating from abroad who are also speakers, namely Mr. Raveenthiran Vivekanantharasa B.Ed, HNDE, DiTech, CTHE, M.Sc. in Management, M.Phil- PhD (Reading) Lecturer Dept of Secondary and Tertiary Education Faculty of Education The Open university of Sri Lanka.
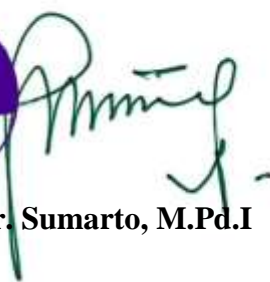
Ilham Dwitama Haeba, M.A from Sultan Sharif Ali Islamic University, Brunei Darussalam. Speaker Bong Borero Lumabao, LPT., Ph.D Thailand National and International Consultant, Educator, Events and Program Director, Researcher, Linguist, Motivational Speaker, Skills Development Training Expert and an Entrepreneur. Affiliated to several professional affiliations which include Eurasia International Research Association, Teaching English to Speakers of Other Languages (TESOL), and Linguistics Society of Mindanao (NGO) to name a few. A member of Rotary Club International - Cotabato East, Junior Chamber International – Cotabato, Muslim Chamber of Commerce and Industry of Kutawato, Inc), Young Centrists Union (YCU) – Cotabato and National Cultural Heritage Mapper.

Speaker Dr. Egyptian Monastery Garden. Vice Chairman of the Future leader International Academy. Professor of educational technology and e-learning. General Coordinator of the Sheikha Fadia Al-Sabah Innovations Competition in Egypt. Member of the national council of women. Head of the International Education Sector of the African-Asian Union. A consultant in education technology and development at Guidepoint, an American global consultancy and L.E.K international for consultation. Member of the Arab Society for Materials Science at the Institute of Postgraduate Studies and Research, Alexandria University Author of the book, Philosophy of Modern Education Founder of the Future Schools, For Egyptian students in Kuwait.

Writing Book Chapters with sub-themes namely The Existence of Higher Education Tri Dharma College, Realizing Skilled and Professional Graduates, Information and Technology Capable Students, Outcome of Internship Program for Students, Islamic Studies; Law, Economics and Education in responding to problems in society.

Thus we convey this preface, we express our gratitude and appreciation to all universities that support, contribute ideas for the success of the ADRI Bengkulu International Seminar with the aim of benefiting society, progress of the nation and state.

Bengkulu, 9 June 2023

Dr. Sumarto, M.Pd.I

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Lecturer Performance Achievements for Supports IKU 754 in the Merdeka Curriculum era

Abdul Rahmat, Mira Mirnawati, Ramlani Lina Sinaulan
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Abstract

For know performance of employees, institution government usually use indicator certain . Indicator the normally called indicator performance main or abbreviated IKU. Besides For know performance employees , IKU also has a number use in it . Research results show, report performance Faculty Gorontalo State University Educational Sciences 2022 presents level achievement of 70% (7 Indicators Reached 100% and above from 10 Indicators) indicator performance as set in 2022 Performance Agreement.

Keywords : performance, accountability, curriculum independent

Discussion

Some of the objectives behind making these indicators are: 1) To get a measure of the extent of success and achievements that have been achieved by the organization in recent times. This measure will later be used as a benchmark to improve the quality of the institution's performance, especially the performance of its employees. 2) To obtain important information about employee performance so far. Later, this information will be used as one of the guidelines in preparing good work management. Faculty Education Sciences (FIP) Gorontalo State University is faculty First of the 11 Faculties at Gorontalo State University now this . FIP UNG has tree producing knowledge graduate of become educators and staff education with title Bachelor of Education (S.Pd).(Olawole, 2021)at Gorontalo State University
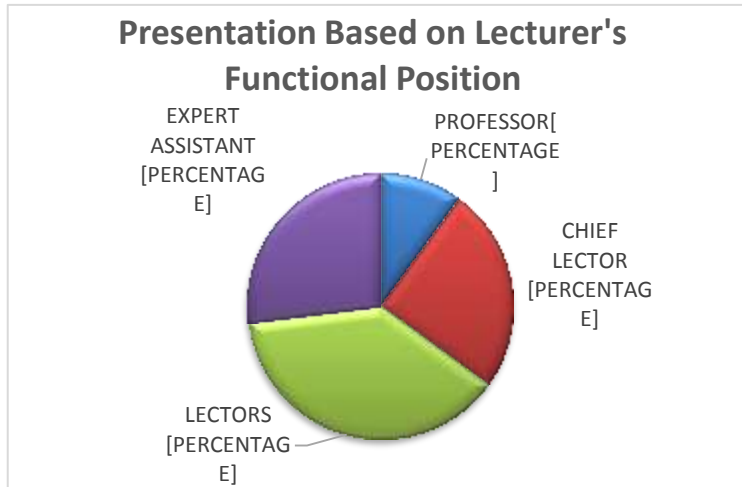
Figure 1. Presentation Based on Lecturer's Functional Position

The power UNG education consists of from 9 civil servants and 13 non-PNS including 2 archivists, 2 staff analysts, 1 treasurer, 7 administrators, 6 academic information managers, 1 student and alumni affairs manager, 1 faculty public relations service manager. (Ibrahim et al., 2022). PGSD Library/Department Manager 1 person, Activity Plan and Budget Manager 1 person, Dean Service Car Driver 1 person. Supervising Librarian 1 person, and Mail Manager 1 person.(Mirnawati & Rahmat, 2022)

Increasing quality lecturer education tall

Achievements target strategic 2 FIP UNG ie enhancement quality lecturer of Higher Education in 2022 increase from 2021. Increase quality lecturer of Higher Education shown in table 1

Table 1. Target Performance Measurement Form

Activity Target	Activity Performance Indicators	Strategic Plan Final Target	2021 Achievements	2022		
				Target	Achievements	%
Increasing the quality of Higher Education lecturers	Percentage of lecturers who carry out tridharma activities on other higher education campuses, in QS100 based on the field of science (QS100 by subject), work as practitioners in the industrial world, or foster students who have achieved the lowest achievement at the national level in the last 5 (liam) years		65,93	50	100	200
	Percentage of permanent lecturers with doctoral academic qualifications; have competency/profession certificates that are recognized by industry and the world of work; or come from professional practitioners, the industrial world, or the world of work		58	40	75,79	189,47
	Number of outputs of research and community service that have received international recognition or been implemented by the community per number of lecturers		1.47	1	2.85	285

Percentage active lecturer tridharma on campus another, on the QS100 based field knowledge (QS100 by subject), work as practitioners in the industrial world , or build successful student reach lowest performance level national within 5 (five) years The last is Lecturer still working in college high and have NIDN or NIDK participating in the activity tridharma in college tall domestic or Work full time as practitioners in the industrial world who have Agreement Work PKWT, PKWTT, PKPW, or Work as consultant or power independent expert . As well as lecturers who have awards that are considered as performance arranged with regulation college high.(Susilo, Y. O., Joewono, T. B., and Vandebona, 2015)

Supporting programs and activities realization of active lecturer targets tridharma on campus another, (Arbarini et al., 2022) on the QS100 based field knowledge (QS100 by subject), work as practitioners in the industrial world , or build successful student reach lowest performance level national within 5 (five) years The last one is (1). foster a research culture, (2). facilitating research and lecturer service with financial assistance, (3) Facilitating lecturers to carry out research grants sourced from within the country and abroad, (4) Facilitating publications that contribute to the development of science and technology in accordance with scientific fields, (5) Facilitating results student research work to be published in major scientific journals, (6) Improving the writing of scientific papers through workshops, workshops, which lead to the quality and quantity of articles for journal databases, (7) conducting research proposal clinics and community service for lecturers in the environment FIP. (Khoifah et al., 2022)

CONCLUSION

Realization output research and service in 2022 2 as big 2.85 from target 1 . When compared with achievements in 202 1 which is as big as 3.03, then decreased.The magnitude interest lecturer in carry out research and dedication done proven with many external research published in journals international. The percentage of study programs that carry out collaboration with partners in 2021 is the same as in 2022. Percentage undergraduate and D4/D3/D2 courses that use method learning solving case (case method) or learning group based project (team-based project) in 2022 there will be an increase of 20.63% from 2021. The Faculty of Education does not yet have an internationally accredited study program but is currently planning an Education Management study program as a study program proposed to be

internationally accredited. The Faculty of Education will make preparations Accreditation International (AQAS), infrastructure Urgent Accreditation, Laboratory and Micro Teaching AQAS registration as a fulfillment of the performance targets of internationally accredited study program indicators.

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CHALLENGES AND PROSPECTS ON HIGHER LEGAL EDUCATION IN CREATING PROFESSIONAL AND INTEGRITY LAW ENFORCEMENT

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Introduction

The prestige of the Indonesian as a rule of law lies in its ability to uphold legal supremacy. On the other hand, the success of a country in efforts to increase its dignity in the legal aspects is judged by good, just, and responsible law enforcement. Moreover, a country has not been able to provide legal protection to its citizens when its law enforcement officers do not carry out the law as they should. Therefore, the legal system must work like a series of social organs complementing each other and have a high awareness of the applicable law, especially in this case the integrity and professionalism of law enforcers are required (Romadan:2021:34).

The results of the 2019 research by the Indonesian Legal Aid Foundation (YLBHI) showed that the proportion of Indonesians experiencing legal problems is 60.1% of the total population. Of the people who experienced problems in this study, 61.7% tended to use informal mechanisms such as local government officials and community leaders (religious, customary) while those who used formal mechanisms such as prosecutors, police, and courts amounted to 32.1%. There are also 6.2% of the people who use these two mechanisms in solving their problems. This shows that the level of public trust in formal legal settlement mechanisms is deficient (YLBHI: 2020).

One of the factors that influence this phenomenon, hypothetically, is the problem of the integrity quality of law enforcement officials. This can be seen clearly from the controversial court decisions as well as the various scandalous cases that never stop befalling law enforcers, such as cases that have happened to Constitutional Justices Akil Mochtar and Patrialis Akbar, Supreme Court Justice Sudrajat Dimyati, Senior Advocate O.C. Kaligis, and Yosep Parera and many other legal cases. These cases representatively

describe the portrait of law enforcers' integrity and professionalism in Indonesia.

The integrity, credibility, and professionalism of law enforcers in this country seem to be at their lowest point (Farizi: 2015: 63). The failure of law enforcement officials to provide just and dignified law enforcement has created cynicism from the general public which is not only directed at law enforcement institutions but also at higher education in law considered to have failed in producing professional and honorable legal graduates.

In addition to the integrity problem of law graduates, the level of trust in law enforcers is also affected by the low professionalism aspect. If integrity is determined by the moral attitude of law enforcers, professionalism is determined by competence in the mastery and application of legal knowledge in law enforcement practices. The large number of court decisions attracting public controversy shows that the competence of law enforcers is underrated. One of the controversial decisions that became the topic of discussion and ridiculed by the public was the Central Jakarta District Court Decision which postponed the implementation of the 2024 General Election. This decision was going over the jurisdiction of the civil court to adjudicate. The decision clearly illustrates the unprofessional aspect of the Judge in adjudicating the case.

It has become a common phenomenon for the community to demand accountability from legal higher education institutions that have produced law graduates as the main "residents" of the above legal institutions. Legal higher education is certainly not only to respond to what it does to advocate for law graduates to achieve the legal profession but is rather not responsible for what graduates do. Moreover, the institution diverts responsibility by stating that corrupt law graduates are due to contamination in legal practice (Syafaat: 2015: 22).

This cynicism must be wisely addressed by law colleges as evaluation material in improving the quality of legal studies institutions. However, the position of law schools as producers of law graduates who will later become law enforcement officers is the only formal educational institution that provides knowledge education in terms of the law holistically and integrally (Syaifuddin:18:155). In other words, law schools are the sole producer of law enforcement.

As a "producer" of Law graduates, of course, the most relevant measure of the success of higher education in law is whether the graduate has

a positive contribution to the development of the field of law. Therefore, it is possible if there came a lawsuit against the existence and role of higher education in law if look at the legal conditions in Indonesia which have not changed much from a deplorable condition (Syafaat:2015:21).

Apart from issues of integrity and professionalism of law enforcers, the next challenge is the threat from artificial intelligence which is slowly but surely gradually replacing the role of humans in all fields, especially in the economic field such as trade, accounting, banking, insurance, and even now it has begun to affect the realm of law. Legal due diligence which was previously carried out by legal consultants or legal auditors is now carried out by machines. Likewise, legal advisory services are gradually becoming unnecessary, given the ease with which legal information can be accessed via the internet. Even in England, divorce cases are no longer going to court. The judicial process in Indonesia has also started implementing electronic courts (e-court).

In addition to the threat of artificial intelligence to reduced employment for the legal profession, artificial intelligence also hurts the legal field, particularly in the development of the modus operandi of cybercrime, starting from the simple ones such as fraud, counterfeiting, criminal acts in the banking sector, corruption, money laundering, misuse of personal data by other parties and many more. This condition is in line with the classic *adigium het recht hink achter de feiten aan* (the law will always lag behind the times).

The description of the integrity and professionalism of law enforcement as well as the threat of artificial intelligence in the digital technology era mentioned above is a formidable challenge for legal higher education in producing Law Bachelor. Therefore, the concept and law school policy must be addressed and directed at the capacity building of graduates as candidates for law enforcement (Syaifuddin: 2018: 158). Moving on from the problems mentioned above, a question is formulated about how higher education in law responds to these conditions.

Discussion

Building the character of strong, credible, prominent human resources cannot be done instantly. The pattern of education becomes decisive in the development of Indonesian human character if you want to excel in morals, character, and intelligence. Therefore, all parties must be involved because

this is a national problem so a solution needs to be found together. As a first step, goodwill and strong political will are needed from law university officials and the government to carry out comprehensive and systematic reforms in improving legal education in Indonesia. These improvements must be implemented simultaneously and thoroughly, both in terms of improving the quality of human resources and the welfare of teachers, as well as in terms of the law's higher education curriculum and teaching methods (Farizi: 2015: 73-74).

As a manifestation of the government's responsibility towards this problem, the government has responded in the politics of education law through Law Number 20 of 2003 concerning the National Education System which in the provisions of Article 3 emphasizes that: "*National education functions to develop and shape the character and civilization of a nation that is dignified in the context of educating the life of the nation which aims to develop the potential of students to become religious, noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible human beings*".

One of the national education development strategies as stated in the General Explanation of the National Education System Law is the "implementation of religious education and noble character". Religious and moral education in Islam is the main element of education. In Islam, morality is a measure of a person's degree as in the hadith of the prophet which reads: *Qimatul mar'i ahlakum* (the value/degree of a person is determined by his character). The importance of character education in Islam is ordered from an early age, which can be seen from several hadiths of the prophet, which include: "teach your children better, and educate them", *Ahsinuuladakum adaba* (improve the morals of your children), then in another hadith mentioned *Min husnil mar'i jarkuhuma laya'nihi* (including one's kindness is to leave actions that are not beneficial to him).

Based on positive legal norms, namely the National Education System Law and religious norms contained in several hadiths above, a concrete step in responding to the urgency of building the character of law enforcers is to adapt the law school curriculum to the needs and demands.

Unfortunately, government policies related to the curriculum are only oriented towards cognitive aspects, namely learning outcomes and work competencies. This can be seen in the provisions of Article 29 Paragraph (1) of Law Number 12 of 2012 concerning Higher Education which reads: "*The

national qualifications framework is a grading of learning outcomes that equalizes outcomes in the fields of formal, non-formal, informal education or work experience in the framework of recognition work competence by the structure of work in various sectors".

These provisions are then reaffirmed in Article 1 Point 1 of Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework which reads: "*The Indonesian National Qualifications Framework (KKNI) is a framework for competency qualifications that can juxtapose, equalize, and integrate among the fields of education and the fields of job training and work experience in the framework of providing recognition of work competence following the job structure in various sectors*". Thus it is clear that the expected educational goals are still around intellectual intelligence and work skills, while the affective aspects directly correlated with character, attitudes/behaviors, and values have not been touched on in the concept of KKNI.

Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework has now become a guideline in preparing the learning outcomes of graduates from every level of education nationally, including tertiary institutions. For there to be a balance between cognitive quality and affective quality, one way that can be done by the law school is to reconstruct the curriculum and methods used in building the character of students through religious education.

The essence of the character development mentioned above is the improvement of morals and human behavior, by providing knowledge of good values, which a person should have and is reflected in his every behavior and action. This behavior is the result of self-awareness. Someone who has good values in his soul and can apply them in everyday life is called a virtuous individual (Ainiyah: 2013: 31). Therefore, the evaluation of the success of character building certainly cannot be assessed by formative or summative tests expressed in scores but the benchmark for the success of character building is the formation of students with character; having morals, cultured, polite, religious, creative, innovative which are applied in life throughout his life. Thus, there is no proper evaluation tool that can immediately show the success of character building (Ainiyah: 2013: 28).

Character configuration as a totality of psychological and sociocultural processes can be grouped into spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective

and creativity development). The four psychosocial processes (exercise the heart, exercise the mind, exercise the body, and exercise and intention) are holistically and coherently interconnected and complementary, which leads to the formation of character which is the embodiment of noble values (Dikti: 2010: 9).

The first step of character building can be carried out systematically and properly, one of which is through adding content to the school or college curriculum. Character development must be a sustainable and never-ending process that becomes an integral part of preparing future generations to follow the expected human figure. Character development has more meaning than moral education. Character building is not only related to right and wrong but also to instilling good habits in life so that a person has high awareness, sensitivity, and a commitment to implement goodness (Santoso: 2017: 406-407).

The learning of values in courses at law school has been carried out only by learning the knowledge of values, not learning to internalize values. Whereas legal education should be based on a strong value system, bearing in mind that legal values which are the ultimate goal of law enforcers are the highest and have the highest degree in law, namely justice, expediency, and certainty. Therefore, the internalization of values of justice, honesty, wisdom, discipline, and responsibility needs to be instilled in students in law higher education, because the internalization of these values will form the idealistic and professional character of law enforcers. Law enforcement officials who do not have a strong character based on religious values within themselves will easily be drawn into corruption (Syaifuddin: 2018).

The values required to be instilled in character building are spiritual values through optimizing religious education, values of justice, values of truth, values of honesty, values of responsibility, values of discipline, and values of caring. These are the basic values that must be possessed by law enforcers. In fact, according to Bung Hatta, the values that must be instilled in citizens in building this nation are independence, rights and obligations awareness, and responsibility (Rikard Bangun: 2002: xix).

If these values and principles can be internalized within law enforcers, there come hopes for honest and just law enforcement towards a progressive Indonesia, where citizens live their lives by adhering to religious orders, and community ethics, are aware of their rights and obligations, have a high work

ethic, responsibility, and honest behavior, and comply with applicable legal provisions.

The first step that must be taken by the law school is to reconstruct the curriculum by adding several religious courses directly related to morals and ethics, for example in Islamic religious education it is necessary to add courses on *Aqidah Akhlak, Akhlak Tasawuf* and et cetera. Likewise, with the *Pancasila* courses, Citizenship Education, Legal Professional Ethics, and Anti-Corruption Education, complementary credits are needed so that they can be studied more comprehensively.

Therefore, universities working with the government need to intensify their training and character education for students. Law schools can also make track records regarding the competence and integrity of their students so that the quality of the students they have can be mapped. Appreciation for outstanding students (especially those with good integrity) in legal competition also needs to be increased. It is not only to give rewards but also to maintain the characters. Even if necessary, law school either facilitates or recommends these outstanding students so that they can qualify for the legal profession of their choice (Farizi: 2015: 74).

In addition to the problem of internalizing legal values mentioned above, in Indonesian legal higher education there is a dichotomy between academic higher education and professional skills education. The relationship that existed has only been artificial, for example in the process of compiling the curriculum, as an extraordinary teacher, and as a place for students to practice fieldwork. Even this artificial relationship is most likely only carried out by certain law faculties. Level of academic education to produce resources in the field of law who are proficient in academic knowledge and skills. Meanwhile, the level of professional expertise education is more likely to practice as a legal profession, including lawyers/advocates, prosecutors, judges, notaries and et cetera (Juhana: 2015: 160). Even in reality, the materials and methods of special education for the legal profession such as special education for the advocate profession, special education for legal auditors, and others are the same as lectures in undergraduate programs.

The legal education dichotomy is no longer relevant to today's scientific demands, where according to Barda Nawawi Arief, the task of law school is not only to organize "professional law education" to produce law graduates who have the academic and professional ability (including legal skills in the field of a positive law) but are also required to carry out

scientific/academic tasks and national duties in carrying out efforts to develop and renew national laws. In other words, the institutional task of a law school as a scientific institution is not only to educate Bachelor of Law (S.H.) to master positive law or *ius constitutum*, but also to have the ability to develop knowledge/ideas/concepts/insights about *ius constituendum* (Arief:2018:154).

Legal higher education certainly contributes to the development of national law. Legal higher education which initially only focused on producing "lawyers" needs to reorient to become a professional school that produces "lawyers". "Lawyer" is different from "jurist/legal expert". The "lawyer" only focuses on mastering legal theories and solving problems uniformly. Meanwhile, the focus of "jurist" is more than that. "Jurist" is not only required to master legal theories, but also must have critical thinking power and high analysis. Legal experts produced by law schools certainly play a role in the development of national law. The development of national law requires law enforcement with integrity. Law enforcers are retainers who are at the forefront of law enforcement in Indonesia (Khairunnisa: 2021: 626).

Juhaya S. Praja explained that legal study has been exclusively focused on adjudication (Praja: 2011: 142). Even if it is realized, that employment in the field of law is wide, namely not only concentrated in the field of conflict resolution in the judicial or extra-judicial fields such as Judges, Prosecutors, Advocates, Police, Arbitrators, Curators, Legal Consultants, Legal Analysts, Legal Lecturers, Auditors Law, Dispute Resolution Mediators and et cetera but also covers the field of law enforcement such as the state administration environment. Other jobs in legal fields are in conflict prevention such as legal officers, legal consultants, and notaries, and have even penetrated parliamentary institutions tasked with forming regional laws and regulations, namely legal drafters (Kosasih: 2017:3 -4).

Through a KKNI standard, it will change the way of looking at a person's competence, not just a diploma, but by looking at the nationally agreed qualifications framework as the basis for recognizing one's educational results in a broad, accountable, and transparent manner. Concerning the KKNI, the curriculum at law faculties wants to bring law faculties closer to users of their graduates, with stakeholders who want mastery of legal practice for graduates of law faculties and skills in solving legal problems faced by society (Winarwati: 2015: 37-38).

According to Satjipto Rahardjo, the future direction of legal higher education must be able to accommodate two groups, namely professionals (*juris*) as players (*medespeler*) who resolve cases by applying laws, and groups of students or legal scientists (*toeschouwer*) where they take distance from law and more emphasis on search and enlightenment (Rahardjo:2009:xiii).

To accommodate the needs for both academic and professional competencies, the government has stipulated the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards. The provisions of Article 18 stipulate that fulfilling the time and study load for undergraduate or applied undergraduate program students can be carried out: *1) following the entire learning process in study programs at law school according to the period and study load, and 2) following the learning process within the study program to fulfill part of the learning period and load and the rest following the learning process outside the study program.*

Through Freedom to Learn/MBKM concept, students have the opportunity for 1 (one) semester or the equivalent of 20 (twenty) credits to study outside the study program at the same institution; and a maximum of 2 (two) semesters or the equivalent of 40 (forty) credits studying in the same study program at different universities, studying in different study programs in different universities and/or studying outside of universities. Through Freedom to Learn program, it is hoped that it will be able to provide challenges, experiences, and opportunities for developing student's creativity, capacity, personality, and needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements (Kemendikbud:2020:ii).

On the other hand, the MBKM curriculum policy which provides opportunities for students to study outside the study program or study outside the college for 1 () to 3 (three) semesters does not guarantee that students will have adequate legal professional competence and be able to balance academic competence. Especially if the learning outside the study program has no correlation and relevance to the expected competence of the legal profession. Meanwhile, law courses that should be obtained in the study program of law are not passed. Therefore, the law school must be able to

formulate the right strategy in implementing the MBKM curriculum so that later it does not become a blunder that harms and weakens the competence of law graduates.

Policies that need to be taken by law colleges apart from strengthening character education in producing law graduates with integrity are increasing practicum courses as an effort to balance both professional and academic competence. The law faculty curriculum has so far been minimal with practicum subjects. In general, practicum courses do not exceed 20% of the total number of credits. In fact, besides judicial practice, practical field experience, and real work lectures, many other legal skills courses can support the competence of the legal profession, such as analysis and technical drafting of contracts (legal drafting), techniques of drafting legislation (legislative drafting), legal due diligence, legal audit, legal opinion, alternative dispute resolution, and et cetera.

It is time for the dichotomy of professional and theoretical education to be eliminated by an educational model that complements one another according to the needs of society. Legal higher education does not only emphasize on students stick to an understanding that is solely based on the text of laws and regulations but must be required to be able to have human competence, critical reasoning, idealism, and values that develop in people (Mukhlish: 2015: 132). This is necessary considering the existence of higher education in law from a theoretical and practical perspective has strong relevance to law enforcement in Indonesia.

The next challenge that must be anticipated by higher education in law is artificial intelligence (AI). Currently, AI can analyze legal documents and find weaknesses or deficiencies in a legal document, which is usually in the form of a contract. If you look at the magnitude of the capabilities that can be carried out by AI, then the potential for AI to be used on a larger scale is a necessity. Based on a survey of law firm managing partners in the United States consisting of 50 (fifty) attorneys or more, it was found that more than 36% (thirty-six percent) of law firms and more than 90% (ninety percent) of large law firms which employs more than 1,000 lawyers in it actively uses artificial intelligence systems in their legal practice. The judicial process (in Indonesia) may also be replaced by artificial intelligence, or it can be said as the digitalization of the judicial process, the initial step of which has started with the e-court. This phenomenon is not only a threat but also a challenge for legal practitioners (Anshori: 2022: 9).

Based on this phenomenon, law school as an institution that develops legal practitioners must also adjust to revolutionary, disruptive, and technological advances. The era of information technology has provided many changes. The rapid development of information technology can have an impact on the degradation of the human role. The roles are slowly being replaced by the presence of intelligent robots. Human beings are required to be adaptive to change. In responding to the changing times in the era of information technology, the right steps are needed so that we can follow and innovate processes (Khairunnisa: 2021: 626).

In the future, complex and complicated legal studies will encounter fundamental changes as a form of information needed by society. Legal issues will turn into mere information that can be mastered by anyone, including those who have no legal education background. Therefore, the paradigm shift can gradually occur, both in legal service tasks and the process of finding justice (Asshiddiqie: 2005: 184-185).

As a result of fundamental changes caused by the rapid development of the use of electronic information technology in all jobs, the implementation of tasks related to laws and regulations has also changed (Asshiddiqie: 2005: 185). On the one hand, the existence of information technology that contains Artificial Intelligence (AI) is very helpful for human work. AI is designed to describe the quality of human life, such as work planning, problem-solving, reasoning, recognizing ideas, stimulating thinking skills, and various other activities that can spur fast and efficient work.

As a tool created and designed for specific purposes, in the field of law, even though the level of speed and accuracy surpasses that of humans, artificial intelligence is still not a human who has sense and intention, whose considerations outside the technical are often far more solvable than robots. If it functions on administrative and documentary matters and displays normative legal answers, Al's function is rapid and helpful for humans, for example in terms of drafting legal contracts, population administration systems, licensing systems, and document formalization processes (Anshori: 2022:6).

The challenges of law school in dealing with artificial intelligence have been predicted previously by the government as stated in Law Number 17 of 2007 concerning the National Long-Term Development Plan (RPJPN) of 2005-2025 which includes indicators for the development of a national legal system which consists of 4 (four) legal sub-systems, namely, legal substance,

legal structure, legal culture, and legal infrastructure that reflect the need for integrated law, especially with information technology. The negative impact of artificial intelligence needs to be anticipated. Therefore, the main focus in the development of national law is through the role of law school. This is in line with the country's goals as stated in the Preamble to the Constitution, namely educating the life of the nation, which is further regulated in Law Number 20 of 2003 concerning the National Education System.

Education and teaching are improved by incorporating courses related to information technology so that graduates can anticipate the negative impacts of artificial intelligence and follow the positive impacts of technological developments. The research does not only examine issues of norms but also is developed on the aspect of legal correlation with technological advances, especially information technology. Community service is the most important function in nation character building because this community service function is in direct contact with the community, so it is expected to be able to educate the life of the nation.

Conclusion

Based on the results above, it can be concluded that legal higher education (law school) has an important role in developing professional and virtuous law enforcers. However, legal higher education has neglected the importance of character education. Therefore, to achieve the goals with integrity, it is necessary to strengthen character education through the internalization of spiritual and moral values such as divine, justice, honesty, truth, decency, expediency, and other values directed at avoiding unlawful actions, and complying with ethics.

Legal higher education is also required to be able to adapt its curriculum which tends to be theoretical towards strengthening practical skills in a balanced manner. The MBKM policy which develops students' right to study outside the study program with the intention that students gain practical experience must be carried out carefully and purposefully. The institution must avoid a blunder and deviate from the orientation of MBKM. Therefore, the implementation of MBKM must be relevant to increasing legal knowledge and skills and strive not to reduce the minimum standard of competence for graduates of legal education.

Encountering a disruptive era, full of challenges, especially from the rapid advances in digital technology develop artificial intelligence, the legal

higher education curriculum must not only be able to adapt and keep up with developments in information technology, but also prevent the negative impacts and potential misuse of artificial intelligence by students who otherwise it will result in the loss of a critical analytical attitude of law students. Moreover, it can make students lose social sensitivity and the fading of humanism which is much needed in law enforcement. It can be concluded that law is valuable.

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State Authority in The Management of Mineral and Coal Mining Field

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Introduction

The constitutionality of state control meaning is the regulatory concept contained in Article 33 of the 1945 Constitution of the Republic of Indonesia. In this case, the context of control concerns on mineral and coal mining which will be further regulated by the laws and regulations. Act No. 4 of 2009 on Mineral and Coal Mining in Article 92 gives authority in the form of rights for the holders of Mining License (hereinafter referred to as ML) and Special Mining License (hereinafter referred to as SML) to own minerals, including associated minerals, or coal that has been produced if they have fulfilled exploration fees or production fees except for radioactive minerals. Such an arrangement shows that the authority of the ML/SML holder is a form of freedom to trade these mining materials so that it has the potential to obscure the constitutional rights of the state to control, and causes the position of the state is subordinated to business actors.

The Unitary State of the Republic of Indonesia through the 1945 Constitution of the Republic of Indonesia as the constitutional basis has explained in Article 33 paragraph (3) that the earth and water and the natural resources contained therein are controlled by the State and used for the greatest prosperity of the people. Collectively, the people are constructed by the 1945 Constitution of the Republic of Indonesia which mandates the state to carry out policies *(beleid)* and arrangement *(bestuursdaad),* regulation *(regelendaad),* management *(beheersdaad)* and supervision *(toezichthoudensdaad)* for the purpose of the greatest prosperity of the people. The issue of mineral and coal mining business activities will not be separated from the concept of mineral and coal mining authority. Both are complete and absolute unity that cannot be separated from one another. This whole and unanimous unity is clearly seen from the provisions in Article 33 paragraph (3) of the 1945

Constitution of the Republic of Indonesia in the phrase of "state control" and "for the greatest prosperity of the people."

These two phrases are sacred phrases that must be the soul of the implementation of mineral and coal mining in Indonesia. The phrase "state control" is the soul of "having authority" over mineral and coal mining, while the phrase "for the greatest prosperity of the people" is the soul of the purpose of organizing mineral and coal mining of a business. Thus, the essence of Article 33 paragraph (3) of the 1945 Constitution of the Republic of Indonesia is the absolute and unanimous soul in the implementation of mineral and coal mining organically carried out by the legislation under the 1945 Constitution of the Republic of Indonesia. According to the theory, there are several definitions of the welfare state that can be defined as a social welfare system giving a large role to the state or government (to allocate some public funds to ensure the fulfillment of the basic needs of its citizens). Thus, it can be concluded that the welfare state protects the community, especially the weak groups such as the poor, disabled, unemployed etc. On the other hand, it is important to put an equal position and situation among each individual in society, thus one party and another can make an equal agreement. Everyone is blurred about the developing concept or knowledge of justice. Thus, society shall be educated to obtain the principle of fair equality.

The provision on Article 92 of the Act on Mineral and Coal Mining stated "holders of ML and SML shall be entitled to own minerals, including associated minerals, or coal that have been produced after they have paid exploration or production royalty, except for radioactive associated minerals." This provision guarantees freedom for ML/SML holders, after paying the production fee to own and trade the mineral products they have produced. Legally, by paying royalties, it means there has been a transfer of ownership from the state to the ML/SML holder, so that the ML/SML holder has the right to trade it, including exporting it.

Based on the above description, the provisions of Mineral and Coal Mining Law indicate disharmony as a legal problem with the substance of the 1945 Constitution of the Republic of Indonesia Article 33 paragraph (3), which immediately brings new legal problems.

Results and Discussion
The History of Understanding the Meaning of State Control

The value of the State Control meaning has changed from the Dutch colonial era, the Old Order era, the New Order Era to the Reformation era. As stated in Article 33 Paragraph (3) of the 1945 Constitution of the Republic of Indonesia, namely the earth and water and the natural resources contained therein are controlled by the State and used for the greatest prosperity of the people. This mandate is the basic law in the management of Agrarian Resources in Indonesia. The concept of The State's Right to Control is also sourced from Article 33 Paragraph (3) of the 1945 Constitution. The state is given the right /authority to control Agrarian Resources, because the earth, water and space, including the natural resources contained therein, are national assets (Article 1 Paragraph (2) of Act No. 5 of 1960, Concerning Basic Regulations). The Basic Agrarian Law (hereinafter referred to as BAL) and the State are organizations of power for all Indonesian people (Article 2 Paragraph (1) of the BAL. The authority that stems from The State's Right to Control is definitively limited by ethical obligations, which are used to achieve the greatest prosperity of the people, in the sense of nationality, welfare and independence in society and an independent, sovereign, just and prosperous Indonesian legal state (Article 2 Paragraph (3) of the BAL).

Article 33 of the 1945 Constitution is the main basis for the state's authority to control land, water and the natural resources contained therein. As a derivative, Act no. 5 of 1960 on Basic Agrarian Provisions and other legislation sectors also regulate and strengthen the State Rights to Control. In the midst of conflicts between norms and legislation in the field of natural resources, good control is needed to ensure that law sectors continue to adhere to the spirit of Article 33 of the 1945 Constitution. In this case the role of the Constitutional Court is significant to study, especially in relation to the basic considerations of the Constitutional Court in interpreting State Rights to Control; and the views and preferences of the Constitutional Court on the relationship between the state, the people and corporations in the map of land tenure and natural resources in Indonesia.

Basically, State's Rights to Control is not only considered as a normative concept regulated in Article 33 of the 1945 Constitution and the Basic Agrarian Law alone, but also as a cognitive concept that develops

along with the transformation of political views and the socio-national situation of Indonesia. The circumstances behind the State's Rights to Control have mostly been contained in legal regulations. In fact the State's Rights to Control is interpreted in different contexts by each regime ruled in Indonesia.

Definition of Meaning

In defining a meaning, there are three approaches applied in this study, namely the conceptual, componential, and operational approaches. The conceptual approach states that every word/lexeme has inherently contained a meaning that can be in the form of ideas, concepts of things or processes. The componential approach states that each meaning of a word/lexeme consists of a number of components that make up the meaning of the word. The operational approach states that the meaning of a word/lexeme is only clear when the word/lexeme has been used in the context of a particular sentence. A meaning is also defined as a purpose of a word having different meaning. A misuse of word may become difficulties in the use of language. Thus, the word shall be properly used based on its meaning to be understandable.

1. Lexical Meaning

Meaning is also explained as essence, limitation, definition, meaning, idea, intent, value, understanding, taste, significance, interpretation, *takbir, takrif, takwil*. The difference is influenced by the composition and relationship of free loose words (whole/single words that are not in the sentence) with other free words in the sentence.

2. Opinion of Experts

According to Purwadarminto, meaning is meaning or intent. Ullman (1972) opined that when a person thinks about the meaning of someone's words as well as the reference or vice versa, meaning will be born.

Meanwhile, Ogden and Richard (in Sudaryat, 2009: 14) defined meaning in fourteen details, namely: 1) Has an intrinsic trait, 2) Has a relationship with other objects and is difficult to analyze, 3) Other words related to words in the dictionary, 4) Connotation of words, 5) Is the essence of an activity described in an object, 6) is the place of something in the system, 7) is a practical consequence of an object in our future experience, 8) is a theoretical consequence of a statement, 9) an emotion that arises from something, 10) is an actual relationship and a symbol, 11)

consists of a) A symbol that we interpret, b) Something we suggest, c) An event that reminds us of an appropriate event, d) An effect that petrifies certain memories when we get a stimulus, e) The use of symbols according to the actual referenced; 12) The use of symbols according to what is meant, 13) Belief in using symbols as we mean, 14) Interpretation of symbols (relationships, believing what is referred to and trusting the speaker regarding what is meant).

3. *Meaning of State Control in the Dutch Colonial Era*

Before the independence of Indonesia, the Dutch East Indies state had private property rights (domains) on land. The lands which were privately owned by the Dutch East Indies state were categorized as state lands. *Agrarisch Besluit* which contains *Domeinverklaring* was promulgated in line with the increasing opening of Dutch commercial plantation businesses, such as coffee, tobacco, tea plantations, etc, in the Dutch East Indies. With the existence of the *Domeinverklaring*, the Dutch East Indies state became the owner of the land that was not under private rights according to Dutch law. In other words, land for which has no evidence of rights becomes the state land, including land of indigenous peoples. *Agrarisch Besluit* which contains *Domeinverklaring* clearly violates the principle of customary law which does not have the concept of written evidence for communal ownership of customary land (Sumardjono, 2005: 60; von Benda Beckmann, 2008: 12; Burns, 1989; 38-39).

During the Dutch East Indies era, the existence of customary law was recognized under Article 131 I.S. As a result, all customary lands fell into the property of the Dutch East Indies state so that the Dutch East Indies government could use them for their colonial interests. In the colonial era of the Dutch East Indies era, the state had ownership rights *(domein)* over the land.

4. *The Meaning of State Control in the Old Order Era*

The old order era was marked by the leadership of President Soekarno. The old order era had its own concept of the right to control the state. The legal basis for the Indonesian state property rights is found in Article 33 paragraphs (2) and (3) of the 1945 Constitution:

(2) Production branches which are important to the state and which affect the livelihood of the people are controlled by the state

(3) The earth and water and the natural resources contained therein shall be controlled by the state and used for the greatest prosperity of the people.

After independence and the establishment of the Indonesian state, the Indonesian government viewed the state as the embodiment of the Indonesian people. Therefore, public or community interests were transformed into state interests. Article 33 of the 1945 Constitution was prepared based on this concept. The Indonesian People interest over the earth, air natural resources, and other branches of vital productions is transformed into the interests of the state as long as the goal is to prosper the people. Furthermore, the constitutional provisions of The State's Right to Control are applied in all Indonesian laws and regulations.

5. The Meaning of State Control in the New Order Era

The New Order was marked by the leadership of the President Soeharto as the Second President of the Republic of Indonesia coming from the military. The Suharto government expanded the role of the state from only being the holder of power to being the owner of land, especially lands that did not have certificates or did not have other evidence of rights. The government called these lands the Land of the Free State (Ismail: 1994: 4) which means they can be used freely by the state, especially for development purposes. The New Order government always claimed to uphold the Constitution and the Basic Agrarian Law, but the Suharto government often issued regulations that implicitly or explicitly expanded the state's authority to own land in Indonesia. It can happen easily considering that the Suharto government has the support of the military who controls the parliament and government from the center to the regions. Below are some examples of land regulations that expand the state's authority to own land in Indonesia.

In 1967 the Suharto government promulgated Act no. 5 of 1967 on the Basic Provisions of Forestry. This Law uses the term "State Forest" for the forests located on land whose ownership rights cannot be proven or private property rights. In addition, this Law also includes customary forests belonging to customary law communities into the category of State Forests (article 2 and General Elucidation of the Basic Forestry Law). The New Order government considered communal property rights has different legal status from the private property known in the Western civil law system. So that the Government gives more legal protection to private

rights, including property rights, rather than communal rights *(beschikkingsrecht* or customary rights) which are not known in the Western civil law system.

6. The Meaning of State Control in the Reformation Era

The Reformation Era was marked by the fall of the New Order government in 1998. In this era, the birth of the State Institution of the Constitutional Court and the Corruption Eradication Commission was also marked. Indonesia entered the era of the Reformation government, which was marked primarily by a climate of social and political freedom, reduced dominance of the central government, and the development of regional autonomy.

The Constitutional Court as a sign of reformation spirit tried to change this order by placing the state not as the owner of land and natural resources, but as a regulator and supervisor of land and natural resources control. The Constitutional Court viewed that State's Rights to Control was more of a public right than a private right, as well as individual and collective land rights. The Constitutional Court opined that the phrase "being controlled by the State" in the 1945 Constitution contains a higher or broader meaning than the concept of ownership in the civil law. The State Control is a public law concept related to the principle of popular sovereignty espoused in the 1945 Constitution. Sovereignty covers the fields of politics (political democracy) and economics (economic democracy). By linking the concept of state control and the sovereignty of the people, Article 33 paragraph (2) and paragraph (3) of the 1945 Constitution implicitly state that the owner of the earth, water, natural resources contained therein and the branches of production that are important and control the lives of people owned by all the people of Indonesia.

The Article 33 of the 1945 Constitution on the definition of "The State's Right to Control" or is called as "Right to Control the State" is still debatable. Actually the provisions formulated in paragraph (2) and paragraph (3) of the 1945 Constitution are exactly the same as those formulated in Article 38 paragraph (2) and paragraph (3) of the 1950 Constitution. It means that for 60 years of Indonesia's independence, there has been not uniformity on the interpretation of Article 33.

Constitutional Court's Decision on cases of judicial review of laws related to natural resources. The Court in its legal consideration of the

Decision on the Case of the Oil and Gas Law, the Electricity Law, and the Water Resources Law interprets "the state's right to control" does not meand the state owns, but it means the state only formulates policies *(beleid)*, makes regulations *(regelendaad)*, arrangement *(bestuursdaad)*, management *(beheersdaad)*, and supervision *(toezichthoundendaad)*. Thus, the meaning of State's Rights to Control for vital production branches that affect the livelihood of many people, as well as for natural resources, does not deny the possibility of individuals or the private sector to take a role, as long as the five roles of the state/government as mentioned above are still fulfilled and as long as the government and local government is not or has not been able to implement it. The interpretation of Dr. Mohammad Hatta which was later adopted by the Seminar on the Elaboration of Article 33 of the 1945 Constitution in 1977 which stated that the state business sector is to manage paragraphs (2) and (3) of Article 33 of the 1945 Constitution and in the field of financing state enterprises, it is financed by the government, if the government does not have sufficient funds to finance, the government can make internal or foreign loans, and if it is still not sufficient it can be held together with foreign capital on the basis of production sharing. One of the authorities of the Government in the management of mineral and coal mining is to determine the Mining Area after coordinating with the regional government and consult with the House of Representatives of the Republic of Indonesia [vide Article 6 paragraph (1) letter e of Law 4/2009]. Law 4/2009 has determined that Mining Area (hereinafter referred to as MA) consists of Commercial Mining Area (hereinafter referred to as CMA), People's Mining Area hereinafter referred to as PMA), and State Reserve Area (hereinafter referred to as SRA) [vide Article 13 of Law 4/2009].

According to Daud Silalahi, MA was determined based on spatial planning in which the activities shall always be based on environmental conservation efforts. In addition, it can also avoid the occurrence of: (1) conflicts between the actors of mining activities in the MA, (2) conflicts between the actors of mining activities and the people who are in the MA and those affected, and (3) conflicts between the mining activity actors and/or communities residing within the MA or those affected by the state, in this case the Government.

Characteristics of Land Rights Transfer

A characteristic is a distinguishing feature of something. It is defined as qualities or traits. It is a certain quality or feature of something. It is a distinctive or conspicuous feature of a thing.

1. Land Rights Transfer in the Dutch Colonial Era

The *"domein verklaring"* principle was used in the colonial era, which only provided benefits to the Dutch colonial government. There were Six *verklaring* listed in *Agrarisch Besluit* (Staatsblad 1870 Number 118) as implementing regulations for *AgrarischWet* (AW 1870). Grammatically, *"Domein"* means territory or land belonging to the state and *"verklaring"* means a statement. Thus, *"Domein Verklaring"* means a statement that a land whose owner cannot be proven is considered the state land. The purpose of *Verklaring Domein* is to control customary land for which there is no written evidence, so that it will be difficult to prove and can be controlled by the Dutch Government. The state is confident to have absolute land ownership rights. The state even revoke someone's land ownership rights whose legal existence is clearly recognized by the state. This type of spirit and view was applied by the Dutch colonial government when enacting AW 1870 in the Dutch East Indies (Indonesia). Thus the state rights of the land can be lost, if the land has been renamed to *eigendom* rights or agrarian *eigendom*.

2. Land Rights Transfer in the Old Order Era

In the beginning of old order era, the regulation on land rights transfer was initiated by the issuance of Government Regulation Number 8 of 1953 L.N. 1953 Number 14 on Controlling State Lands, it explained that "State Lands" are lands fully controlled by the state, except if the land control along with other laws and regulations at the time the Government Regulation enforced has been submitted to the Ministry, Department or the Autonomous Region, the state land control is under the authority of the Minister of Home Affairs.

3. Land Rights Transfer in the New Order Era

After the Independence of Indonesia, lands are generally controlled by the state as stipulated in Article 33 paragraph (3) of the 1945 constitution of the Republic of Indonesia stating that the earth, water, and natural resources contained therein are controlled by the stated and are used for the biggest prosperity of the people. Regarding the rights on land, the BAL is arranged with to provide legal certainty related to land rights

held by the people. It has been clearly stipulated in Article 19 paragraph (1) of the BAL stating that: "To ensure the legal certainty by the Government, land registration is held throughout the territory of the Republic of Indonesia based on the provisions regulated by the Government Regulation." Rights on Land is the right to grant an authority to a person who has the right to cultivate or use the land.

The transfer of land rights according to juridical means is made in a written form with a deed drawn up by an authorized official and registered at the Regency/City land office. This step is closely related to the procedure for transferring land rights, because the procedure determines the legality of the transfer of rights. Thus, the legality of the land rights transfer is largely determined by formal and material requirements. The constitution in the formal sense is a real document as a set of legal norms that may be changed only according to special provisions, while the constitution in the material sense is the rules governing the making of general legal norms which can be in the form of a written or unwritten constitution.

4. Land Rights Transfer in the Reformation Era

The difference lies only in the Reformation Era. The State's Rights to Control lands is carried out the Local Government in Indonesia. It is as a result of the implementation of regional autonomy in the field of governance and finance after the Reformation Era (see Law no. 22 of 1999 replaced by the Act no. 32of 2004 on Regional Government, and Act no. 25 of 1999 replaced by Act no. 33 of 2004 on Fiscal Balance between the Central Government and the Regional Government). To increase the income of regional government, most of regional government in Indonesia maximized the utilization of land in the area to extract the natural resources such as minerals, mining, and palm oil. In general, the income sourced from the natural resources is used to support the political interest of the current regional government.

On the other hand, based on the State's Rights to Control land, both central and regional government issue permits or concessions for private companies to use the lands ad forests of the state. The Local Government of Indonesia generally issues mineral and coal mining permits, as well as location permits and oil palm plantation business permits to private companies, while the central government issues forest concessions and forest product Collection permits.

The Characteristic of Mineral and Coal Mining

1. The Nature of Mineral and Coal Mining

Minerals and coal contained in the mining jurisdiction of Indonesia are non-renewable natural resources as a gift from God Almighty which has an important role in fulfilling the lives of many people, therefore their management must be controlled by the State to provide real added value to the national economy as an effort to achieve the prosperity and welfare of the people in a fair way. The legal principle of mining management in Law no. 4 of 2009 concerning mineral and coal mining is based on the principles of expediency, justice and balance; partiality to the interests of the nation; participatory, transparency, and accountability; sustainable and environmentally friendly. The nature of state control over mineral and coal resources in Indonesia is based on the provisions in Article 33 paragraph (3) of the 1945 Constitution, which states "Earth, water and the natural resources contained therein are controlled by the state and used for the greatest prosperity of the people." Article 33 paragraph (3) becomes the doctrine of state control and at the same time becomes the philosophical and juridical basis for managing natural resources in Indonesia.

2. Form of Mineral and Coal Mining

The form of mineral and coal mining management is carried out jointly by the government, regional governments and business actors. It is to show that there is no longer a monopoly on mining management by the central government. In addition, business entities and cooperatives, including individuals or local communities are also given the opportunity to conduct mining businesses in accordance with the regulated permits.

However, later, there were several changes to Act Number 4 of 2009 on Mineral and Coal Mining. Law Number 3 of 2020 concerning Amendments to Act Number 4 of 2009 concerning Mineral and Coal Mining states that the Central Government in the management of Mineral and Coal Mining has 23 authorities which are the takeover of central authority distributed to the provincial and district/city governments.

Mining business actors shall prioritize contractors and local workers. The ML or SML holders are prohibited from involving their subsidiaries and/or affiliates in the mining services business in the mining business area they operate, except with the permission of the Minister, with the consideration that there are no similar mining service companies in the area; or no mining service company is interested. Mining

business activities also cannot be carried out in places that are prohibited from carrying out mining business activities in accordance with the provisions of laws and regulations, unless they have obtained permission from a Government agency.

3. Functions of Mineral and Coal Mining

Mining management is functioned to dig natural resources wealth to obtain value added for the economy, on the other side the management of mining in which the object is non-renewable can damage the environment which will later destroy the ecosystem. While all creatures, including human, can only survive in an environment with a good and proper ecosystem. Therefore, the mining management planning shall integrates economic, environmental and socio-cultural dimensions, in order to support sustainable national development.

As non-renewable natural resources, mineral and coal are national wealth controlled by the state for the greatest welfare of the people. The control of minerals and coal by the state is carried out by the Government and/or local governments. For the national interest, after consulting with the House of Representatives of the Republic of Indonesia, the Government may establish a policy of prioritizing minerals and/or coal for domestic purposes.

In granting mining permits, the government is easier to grant permits to foreign investors on due to the fact that foreign investors are more promising. The principle of accountability means that every mineral and coal mining must be accountable to the people by paying attention to a sense of justice and propriety. This principle is closely related to the rights that will be received by the government, both the central government and local governments that are sourced from mineral and coal mining activities.

4. Perspective of Certainty in Control of Mineral and Coal Mining

Article 33 of the 1945 Constitution of the Republic of Indonesia as a constitutional basis for natural resources management is translated into various laws and regulations. Therefore their management must be able to maximize the prosperity and welfare of the people. Article 33 paragraph (2) and paragraph (3) of the 1945 Constitution of the Republic of Indonesia confirms that the production branches which are important for the state and which affect the livelihood of the people are controlled by the state. Likewise, the earth, water and natural resources contained therein are

controlled by the state and used as much as possible for the prosperity and welfare of the people.

Furthermore, to provide a guarantee of legal certainty, the government as a regulator through the Law on Mineral and Coal provides a legal basis to reform and restructure mining and mineral management and exploitation activities. In this regard, normatively legal certainty can be realized if regulations are made and promulgated with certainty because they regulate clearly and logically.

Therefore, the rights of the community in the management of mineral and coal resources have a broad scope, it is not only the right to manage their natural resources, but also the right for the community to obtain legal protection in enjoying these rights so that their life will be guaranteed. By making the issue of community rights in mineral resource management an issue of justice, it can be claimed that the community has the right to manage natural resources or at least obtain benefits that can improve people's living standards and the State is responsible to realize it.

5. The Perspective of Justice in Mineral and Coal Mining Control

The concept of state control on mineral and coal natural resources in Indonesia is based on the provisions in Article 33 paragraph (3) of the 1945 Constitution of the Republic of Indonesia, stating that "The earth, water and natural resources contained therein are controlled by the state for the biggest prosperity of the people." Article 33 paragraph (3) becomes the doctrine of state control and the philosophical and juridical basis for the management of natural resources in Indonesia. The state also admit and respect the existence of customary law society over natural resources and their traditional rights. Article 18B paragraph (2) and Article 281paragraph (3) of the 1945 Constitution is the constitutional basis for recognizing and protecting the rights of the indigenous people.

Both articles principally regulate legal relationship between the indigenous people and the state, and become the constitutional basis for the state administrator. Thus, the article is a declaration on: The state's constitutional obligation to recognize and respect indigenous peoples, and The constitutional rights of indigenous peoples to obtain recognition and respect for their traditional rights. In this case, the two articles are essentially a reflection of the principle of legal justice *(iustitia legalis)*, as stated by Thomas Aquinas, namely justice based on the law (the object is social order) which is protected by law for the common good *(bonum*

commune). In addition, the two articles are also a reflection of the norms of distributive justice *(iustitia distributive)* as stated by Aristotle.

Rights of Mining License and Special Mining License Holders According to Article 92 of the Mineral and Coal Mining Law

1. The Urgency of Coal Mining and Minerals Regulation

The contribution of Mineral and Coal mining for improving people's prosperity related to the purpose of state control over national natural resources derived from the phrase "for the biggest prosperity of people". The prosperity of people from a community is identified by the economic ability in income and necessities of life. Bung Hatta stated that Independence is meaningless when the people are still suffering. The state objective is to protect the entire nation and prosper the people, as mandated in the preamble of the 1945 Constitution of the Republic of Indonesia.

On the one hand, the utilization of minerals and coal is an unavoidable positive step to meet the needs of mineral and coal commodities. This encourages efforts to exploit mineral and coal resources as much as possible. On the other hand, mining activities have an impact on the environment that is directly felt by the community around the mining area.

According to Nyoman Nurjaya, as cited by Mohamad Anis, the policy on the use of mining resources is only directed at increasing state revenues by inviting large investors. The law is centralized and is full of economic orientation. By this centralistic spirit, there is no room for regulation regarding public participation in decision-making and policy-making. The paradigm that must be developed is not only a policy on increasing state revenues, but also securing national energy, and protecting the rights of communities around mining areas. The unwise management of mineral and coal resources will cause many problems in areas that are rich in mineral and coal resources.

The Article 18B paragraph (2) and Article 28I paragraph (3) of the 1945 Constitution of the Republic of Indonesia are the recognition and protection of natural resources in unity with the customary rights area of a customary law community. It is a consequence of the recognition of customary law as "living law" that has been
going on for a long time, and has been continued until now. Therefore, the management of mineral and coal resources without the prior consent

of indigenous peoples is a disregard for the rights of customary law community.

2. Principles and Objectives of Mining and Coal Mineral Regulation

The Article 2 of the Act Number 4 of 2009 on Mineral and Coal Mining has regulated the principles of law on mineral and coal mining. This mining shall be on the basis of: Expediency, Justice, and Balance; partiality to the interests of the nation; participatory, transparency, and accountability; and sustainable and environmentally friendly.

The provisions for production limitation are intended that in producing minerals, the holders of ML, SML and PML shall maintain a balance between the availability of mineral mining materials and market needs, especially the interests of the national economy. Boedi Harsono, quoted by Urip Santoso, stated that the right of control over land contains a series of powers, obligations and/or prohibitions for the holder of the right to do something on the land being entitled. Something that is allowed, obligated and prohibited to be done which is the content of the right of control is the criteria or benchmark for distinguishing between land tenure rights regulated in land law.

3. Mineral and Coal Mining Management Authority

Based on the Act Number 4 of 2009 this authority includes the authority of central government, provincial government, and local/district government, namely: Determination of national policy, Arrangement of Legislations, Determination of national standard, guidelines, and criteria, Establishment of a national mineral and coal mining permit system, MA is set after coordinating with the regional government and consulting with the House of Representatives of the Republic of Indonesia, Granting of ML, educating, resolving conflicts, and supervising on mining businesses located across provincial areas and/or sea areas more than 12 (twelve) miles from the coastline, Granting ML, educating, resolving community conflicts, and supervising mines whose mining locations are in the province and/or sea area more than 12 (twelve) miles from the coastline, Granting of ML, educating, resolving conflicts, and supervising on mining businesses which give direct environmental impacts across provinces and/or in a sea area more than 12 (twelve) miles from the coastline, and

Granting of Exploration Mining Business License and Production Operations of Mining Business License.

There are 14 provincial government authority in the management of mineral and coal mining and 10 The authority of the district/city government in the processing of mineral and coal mining. For example making regional laws and regulations, until Guidance and supervision of post-mining land reclamation; and Improving the capacity of district/city government apparatus in organizing mining business processing.

4. *Disharmony of Mining License and Special Mining License Holders' Right Regulations*

The Article 34 of Act no. 4 of 2009 stated that mining businesses are classified into mineral mining and coal mining. Mineral mining is classified into radioactive mineral mining, metal mineral mining, non-metal mineral mining; and rock mining. The mining business is carried out in the form of: Mining License (ML), People's Mining License (PML) , and Special Mining License (SML). There found a disharmony in the regulation of the rights of ML and SML holders to Article 33 Paragraph (3) of the 1945 Constitution of the Republic of Indonesia. The substance of the mining business license contained in Act no. 4 of 2009 concerning Mineral and Coal Mining is the implementation of the formulation of the state control concept contained in Article 33 of the 1945 Constitution of the Republic of Indonesia. As the theories opined by scholars and legal experts include:

a. Kranenburg stated that a state is a group of people who establish an organization, namely the state, with the aim of maintaining the interests of the group (Soehino, 1998: 142). Basically, the power of the state is obtained from a human group or nation, the right to control the state means the right of the nation.

b. According to Immanuel Kant, the state shall guarantee that every citizen is free in the legal environment. A freedom doesn't mean being able to arbitrarily do as they will.

However, all actions must be in accordance with or according to what has been regulated in the law, so they must be according to the will of the people, because the law is the embodiment of the general will (Soehino, 1998: 127). This opinion is almost familiar to Rousseau's opinion that sovereignty is in the hands of the people, which is contained in the general will embodied in state legislation.

These two theory concluded that the state power on natural resources is the right of the people. The state is considered as an organization of power established by the people through community agreement which is granted authority and function to regulate and manage the potential natural resources and to perform based on the general of the people as stipulated in the Legislations. The existence of the 1945 Constitution as the legal basis reaffirms the general will of the Indonesian people in carrying out state administration. The state as the executor of the general wills of the people means that it is also acted as the representative of the people. It is emphasized in Article 1 paragraph (2), namely "Sovereignty is in the hands of the people and implemented according to the Constitution," the sovereignty of the people adopted by the Indonesian nation strengthens the position of the people as holders of the will. However, in a democratic system implies that everything is not directly controlled by the people. Thus it is called the delegation of authority from the people to the state.

Conclusion

That the actual meaning of the right of state control is the embodiment of positioning the people as subjects to gain prosperity. Meanwhile, the regulation giving the ML/SML holder the authority to legally own minerals and coal is contrary to the constitution.

The essence of 'State control and for the greatest prosperity of people' on mineral and coal mining is based on the principle of mineral and coal mining management, namely the principle of certainty, justice, expediency, fairness, participative, transparency, accountability, sustainability, and environmentally friendly. Besides, it shall also consider the principle of people consent on the basis of information without coercion, and also the principle of mineral and coal resources management for the sake of the people's prosperity. This principle put the people's prosperity as the development subject.

Regulation on Article 92 of Act No. 4 of 2009 on Mineral and Coal Mining which states that ML and SML holders have the right to own minerals, including associated minerals, or coal that has been produced if they have paid exploration or production royalties, except for radioactive associated minerals is contrary to Article 33 paragraph (3) of the 1945 Constitution of the Republic of Indonesia as long as the phrase 'entitled to

own' in Article 92 of Act No. 4 of 2009 does not mean a civil subordinating the state.

Recommendations

Based on the above conclusions, the following recommendations are presented, namely: To clarify the status and meaning of the nature of being controlled by the state and for the greatest prosperity of the people on mineral and coal mining in the explanation section of the Law governing mineral and coal mining. The mining regulations, especially in the case of Mining Business license, should be fixed to overcome disharmony (overlapping) among regulations so as to develop investment in the mining sector, and to manage Indonesia's natural resources for the greatest prosperity of the people. The rights of ML and SML holders in Article 92 of Act Number 4 of 2009 In the perspective of Article 33 paragraph 3 of the 1945 Constitution of the Republic of Indonesia is based on the interpretation of Article 33 paragraph (2) and (3) the 1945 Constitution into Act no. 4 of 2009 regarding the substance of mining business permits. To optimize the prosperity of the community, the government does not carry out mining management itself because there will be problems on funds and technology, therefore the opportunity is also given to business entities and individuals to participate in the management and exploitation, which is proven in Article 38, Article 67, Article 75 of the Act No. 4 of 2009. However, the position of the government remains as the main actor who applies the law and grants permits unilaterally by continuing to exercise the authority that is regulating *(regelen)*, managing *(besturen),* and supervising *(toezichthouden).*

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STRUCTURED COLLABORATIVE MULTIMODAL LEARNING MANAGEMENT IN FICTION APPRECIATION COURSE

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Introduction

The problem still faced in the Fiction Prose Appreciation course is related to the lack of student participation. Not all students participate in the classroom, but only certain students do. Students' responses to the structure and form of fiction prose appreciation presented are also inadequate. When students respond to storytelling performances, they only express holistic responses such as, "I think your performance was good!" There is no statement about responding to storytelling techniques, such as voice volume, facial expressions, or body language. Course instructors have not been able to make good learning activity notes of the students. This learning problem concerns one aspect of learning strategies. Degeng (1989:153) stated that there are three learning strategies to be considered, which are learning organization strategies, learning delivery strategies, and learning management strategies. Thus, the problem we faced is a learning management problem. The aspects of learning management are related to motivating students and making a notes on student learning progress.

The objectives of the Fiction Prose Appreciation course is the ability to display various forms of fiction prose appreciation such as reading short stories, storytelling, Islamic storytelling, and creating cross-media fiction. The above course objectives indicate that this course must be carried out in a multimodal manner. Fiction Prose Appreciation learning is not only dealing with texts of various prose fiction genres, such as short story texts, novel texts, and fairy tale texts, but also dealing with various forms of recreation of prose fiction works presented using various modes according to the various forms of fiction prose appreciation. Technological developments have also spurred the presence of various forms of fiction prose appreciation, such as

cross-media fiction. In addition to appearing in the form of text, cross-media fiction is also presented using sound, music, images, and other art elements. Thus, the structure of its presentation must be adjusted accordingly.

From the aforementioned learning problems, a structured multimodal collaborative learning management model is needed to be applied. Collaborative learning is marked by cooperation among students, between students and lecturer, between one group and another, as well as cooperation in classical learning. Because the course material is dominated by the same characteristics that require repeated activities or repetition, learning groups are formed permanently to ensure the continuity of the process or procedures for fictional prose appreciation. In addition, learning activities such as responding to presentations, displays, or performances of classmates need to be carried out based on the structure of fictional prose appreciation presented. Responding to presentations that communicate the reading of fictional work is certainly different from responding to storytelling performances. These two forms of appreciation have different structures. Responses to the first form of appreciation are based on the structure of the fictional prose synopsis, while responses to the second form of appreciation are addressed to storytelling structures or techniques. Similarly, the structure of responses to other course objectives presentations must be adjusted to the structure of the fictional prose appreciation shown.

Based on the above explanation, the purpose of this activity is to obtain a clear description of the implementation of a structured multimodal collaborative learning management model in the Fiction Prose Appreciation course. The implementation of this model is reviewed from the learning management instruments designed and its usage, also student learning activities. Three combined concepts in this learning management model have a strong power to improve the quality of learning while ensuring students can enter the workforce well. Fiction prose performance products can appear well if they are prepared and presented collaboratively. The structure of each performance based on fictional prose must dynamically adjust to the development of art and technology. The multimodal concept plays a significant role in the process of creating fictional prose performances as well as in the enjoyment process.

This program is carried out by adopting the classroom action research procedure. As recommended by Hopkins (in UPI, 2017), the classroom action research process uses reflective, participatory, and collaborative

observation and interviews. In its implementation, it emphasizes practical assessment and focuses on techniques to improve the problems faced through steps such as planning, action or observation, reflection, and revision. The planning activities involve determining the five basic competencies (*Capaian Pembelajaran Mata Kuliah*/CPMK) that will be observed, preparing instruments, and teaching materials. The implementation involves the application of a structured multimodal collaborative learning management model, focusing on observing collaborative, structured, and multimodal student learning activities and using the designed learning management instrument. The learning process and progress of the students are recorded by the lecturer and the students themselves, assisted by the prepared instrument.

Discussions

The implementation of this learning management model is carried out in the Fiction Prose Appreciation course in the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education Science, Muhammadiyah University of Bengkulu. The activity was carried out in the odd semester of the 2019-2020 academic year. The participants in this program were 28 third-semester students. The model lecturer is the author, as well as course instructor herself.

The "appreciation" term comes from the Latin "apreciatio" which means "to pay attention to" or "to appreciate". To be able to appreciate an object, several activities and thinking processes are needed. According to TengsoeTjahjono, poetry appreciation is an activity of engaging with poetry by involving the mind, feelings, and even the body with steps to recognize, enjoy, and understand so that an appreciation for the beauty and meaning contained in poetry grows (in Aminuddin: 2010). In agreement with TengsoeTjahjono, Atmazaki and Hasanuddin state that appreciation is a mental and physical activity in responding to literary works, as well as an activity of giving consideration or judgment to literary works (1990: 133-134). Based on this, a literary work appreciator must have four competencies as a starting point: emotional sensitivity, knowledge and experience related to life and humanity issues, understanding of linguistic aspects, and elements that build literary works (Aminuddin, 2010:38).

The phrase "fiction prose" is a term that is synonymous with story prose, narrative prose, or plotted stories (Aminuddin, 2010: 66). Moreover, the terms fiction story, fiction, prose, imaginary story, narrative fiction,

narrative text, or narrative discourse are also commonly used. From various sources, it can be concluded that fiction prose is one type of literary work that is a narration or story about life events or its symbolic meaning carried out by certain actors with certain characterizations, settings, stages, and a particular storyline, thus creating a story based on the author's imagination or creation presented through artistic language/ aesthetic style full of connotations. Thus, fiction prose appreciation is an activity of engaging with fiction prose works by involving the mind, feelings, and even the body with the procedures of recognizing, enjoying, understanding, giving consideration and judgment, thereby bringing appreciation for aesthetic elements and meaning presented in fiction prose. The diversity of fiction prose appreciation activities is also a layered activity. To achieve a high level of fiction prose appreciation, a process is needed. Wardani (1981) offers six activities that can be utilized, which are making clippings, school magazines, competitions, field trip or interview, art nights, and literary studios.

The development of creativity among creators of fiction prose is also driven by the taste of fiction prose enthusiasts and technological support, resulting in a more diverse range of fiction prose and its transformations. Nowadays, in addition to short stories, novellas, and novels, the genre of fiction prose also includes the "pentigraf" or three-paragraph short story and mini-fiction. Technological advancements have also brought about works known as musical fiction and cross-media fiction. The various forms of appreciation for fiction prose should be included in school and university curricula.

Structure refers to the way an object is arranged or built in a particular pattern, and "structured" means that they are already arranged and organized neatly (Indonesian Great Dictionary). Structured collaboration is intended as a student learning group. This learning model is referred to Johson, et al. (2010: 91-112) as a cooperative model with a core group, either a class core group or a school core group. It is also explained that structured collaboration is a learning model with a permanent learning group. A permanent learning group can be used for one semester, one academic year, or even until the end of school.

The variety of prose fiction appreciation forms comes with their respective structures. The appreciation of fiction prose at the level of creation or the creation of a work should pay attention to the structure of the fiction prose to be written. The structure that must be followed in creating a novella,

short story, fairy tale, or mini-fiction will be different. The differences in the structure of fiction prose also serve as a guide in responding to the work. Therefore, it is necessary to design an instrument device that is considering the structure of a form of fiction prose appreciation.

The concept of multimodality in managing learning has been introduced in the previous explanation. Multimodality, as a part of the way of managing learning, is in line with the understanding of the term "structure" mentioned above, as the elements that build an object, which in this case is the forms of fiction prose appreciation. Each form of fiction prose appreciation has its own structure that is composed multimodally, such as texts, images, sounds, expressions, and various colors. The technique of summarizing teaching materials in the form of mind maps applies the concept of multimodality. The concept map, developed by Tony Buzan in the 1970s, is a technique for mapping concepts or taking notes that are adapted to the way the brain processes information, enabling the right and left brain to work synergistically (simultaneously and complementarily) so that information can be retained more easily (DePorter et al., 2000 and DePorter & Hernacki, 1992/2002).

With a focus on the graduate profile of the Bachelor in Indonesian Language and Literature Education from FKIP Muhammadiyah University Bengkulu and the learning outcomes of the study program, six Program Learning Outcomes (*Capaian Pembelajaran Lulusan*/CPL) were determined for the "Fiction Prose Appreciation " course: two CPLs for Attitudes and Values, one CPL for Knowledge, one CPL for General Skills, and two CPLs for Specific Skills. Meanwhile, the Course Learning Outcomes (*Capaian Pembelajaran Mata Kuliah*/CPMK) are: 1) positive attitude towards fiction prose works, 2) understanding of concepts, definitions, principles, and categories of appreciation of fiction prose, 3) ability to document Indonesian fiction prose works, 4) ability to present fiction prose works in front of an audience, 5) ability to produce creative products based on Indonesian fiction prose works, and 6) ability to provide service based on fiction prose works. Based on the six CPMK above, eleven sub-CPMK were formulated, with the following materials: 1) having Indonesian literary fiction works, 2) theory of fiction prose, 3) documenting fiction prose, 4) reading short stories, 5) storytelling, 6) stand-up comedy, 7) Islamic storytelling, 8) anthology of fiction prose, 9) cross-media fiction, 10) literary magazines, and 11) reading gardens (Elyusra & Saputra, 2019:8-11).

Based on further analysis of the eleven sub-CPMK above, several characteristics of the Fiction Prose Appreciation course can be identified. First, the course materials are procedural in nature, such as writing fiction prose, storytelling, and Islamic storytelling. Second, the final learning outcome is the skills products achieved through a number of repetitive activities, such as idea generation, writing or performing fiction prose, revision, and editing. Third, the fiction prose-based products are not produced for the creator themselves, but for others to enjoy. Therefore, the presence of others in the production process is believed to produce quality works. Fourth, each sub-CPMK is a form of appreciation of fiction prose that has its own structure with various physical and mental (modality) activities.

Based on the characteristics of the course above, students' learning activities are diverse, encompassing physical and mental aspects. Learning activities should also be carried out with structure, procedures, and certain periods. In addition, collaborative learning activities are also needed for good learning outcomes. From previous learning experiences, some students have overlooked the above aspects, such as procrastinating on assignments, which hinders further learning processes. Some students are not active in learning, and some pay little attention to the structure and form of the appreciation of fiction prose presented, and tend to be holistic, which makes them less able to provide input for improving the display. Therefore, a suitable learning management strategy is needed to ensure that learning runs well. Reigeluth (1983: 18-19) mentioned various ways used to organize learning successfully as methods. He classified them into three categories: organizing strategies, delivery strategies, and management strategies. Learning management also includes aspects related to scheduling, making progress notes for students' learning, and motivating them.

In the planning stage, a structured collaborative learning management plan is established which involves multiple modes for following CPMK: 1) appreciation of fiction prose, 2) complex clipping, 3) reading fiction prose aloud, 4) writing fiction prose, 5) storytelling, 6) stand-up comedy, 7) Islamic storytelling, 8) literary magazines, 9) musical fiction/cross-media, 10) appreciating the fiction prose works of Indonesian writers. These ten topics are studied collaboratively by 28 students in permanent learning groups that last for one semester.

The structured multimodal collaborative learning management is intended to motivate students to be active in learning, respond to the

appearance of fiction prose appreciation according to its structure, and enable the course instructor to make notes of students' learning activities. This learning management is carried out with the help of instruments such as student worksheets, process assessment rubrics, and outcome assessment rubrics designed according to the structure and forms of fiction prose appreciation as learning materials which can be seen in Table 1 below.

Table 1. Instrument design for structured multimodal collaborative learning management model

No.	Topics	Instrument Structure
1	Fiction prose appreciation	Course identity, student identity, structure of activities, and types of appreciation activities for fiction prose.
2	Fiction prose complex clipping	Course identity, student identity, and structure of complex clipping of fiction prose consist of a summary of the intrinsic structure of fiction prose and a response to the intrinsic elements of fiction prose.
3	Reading aloud a short stories	Course identity, student identity, and structure of reading short stories include vocalization/pronunciation, intonation/voice tone, character interpretation, expression, movement and appearance, and communicative ability.
4	Writing fiction prose	Course identity, student identity, and structure of fiction prose include theme, message, characterization, setting, point of view, and writing style.
5	Storytelling	Course identity, student identity, and structure of storytelling include vocalization, intonation or voice, character personality, expression, movement/mimic, and communication ability.
6	Stand-up comedy	Course identity, student identity, and structure of stand-up comedy material include set-up, punchline, and riffing.
7	Islamic storytelling	Course identity, student identity, and structure of Islamic storytelling include story selection, story

		interpretation, voice, movement and mimic, communicative ability, timeliness, and supporting media.
8	Fiction prose magazine	Course identity, student identity, and structure of a magazine include the magazine name, editorial board, section for fiction prose analysis, fiction prose works, appreciation events for fiction prose, crossword puzzles, litterateur profiles, and fiction prose competitions.
9	Musical fiction/cross-media fiction	Course identity, student identity, and structure of answering questions in a table format include popular literature, writing, animation, music, and pictures.
10	Appreciating works of fiction prose	Course identity, student identity, and structure of a work include ownership identification, works identity, works condition, reading process, analysis of intrinsic elements of the work, and response to the structure of the work.

Source: Authors

The students learning activity involves responding to their peers' presentations in showing appreciation for fiction prose, such as reading short stories, Islamic storytelling, or storytelling. Students use a structured collaborative multimodal learning journal which designed for this purpose. The design allows students to learn collaboratively, respond according to the display structure, and their activities are well recorded. The recording of students' learning activities in this journal can help the course instructor make notes on students' learning progress. The student learning journal is designed with a structure that includes course identity, filling instructions, and a table for writing students' learning activities. The information that students must write in the table includes the lecture material, the name of the presenting friend or group, a summary of the presentation content, comments or appreciation, criticism and feedback, or suggestions for the structure and form of the fiction prose presentation. This learning activity can be directed towards peers' presentations or the course instructor's presentations.

The recording of students learning process and learning progress is done through an assessment rubric that considers the structure of each learning product. The assessment rubrics used include a summary of the teaching material assessment rubric, a learning process assessment rubric, and an assessment rubric for each form of fiction prose appreciation, which is an output of the course that includes assessment rubrics for creating fiction prose, reading short stories, storytelling, stand-up comedy, and creating literary magazines. In addition to the learning journal, a summary table of students' learning activities in the course is also prepared, which can summarize students' activities such as adding material, answering questions, asking questions, helping to answer questions, and criticizing. The students learning activities for five rounds can be seen in Table 2 below.

Table 2. Students learning activities records

No.	Group	Round					Total
		I	II	III	IV	V	
1	Chibi-chibi	5	10	7	9	15	46
2	Criwis	1	9	6	1	3	20
3	Annisa	1	6	11	3	3	24
4	Untung	11	12	6	4	7	40
5	Bronis	15	5	1	6	3	20
		23	42	31	23	31	150

Source: Authors

From the table above, it is known that there is learning activity in each study group. Student learning activities are carried out dynamically, and the characteristics of students determine the learning activities they undertake. Bastari & Witjaksono (in Depdiknas, 2008:V-7) stated that assessment and recording of the learning process should be done systematically using a checklist, holistic, or analytical assessment scale. The results of this study are in line with the results of the study by Elyusra and Apriansah (in Sumanto et al., 2021:171-175). Students are motivated to engage in activities with the use of cards, and their learning activities are well recorded. Additionally, students are actively involved in the assessment process. Therefore, the learning process assessment is conducted well and can be accounted for. The positive results of using lecture journals to motivate students and to facilitate recording of student learning activities are

in line with Gennis' statement (2008: 96) regarding the use of card instruments to motivate learners. The use of cards as a learning tool is considered elegant. The learning achievements with the use of cards are quite significant, including building students' thinking processes, emotional intelligence, independence, multisensory experiences, enjoyment, and articulation. This is also in line with Degeng's statement (1989:153) that the assessment process is one of the important aspects of learning management. Another important aspect is that this information is very useful for accountability in assessing the learning process.

As a reflection of this activity, the following can be stated. The learning management using structured multimodal collaborative model in Prose Fiction Appreciation course is a new thing for students. Therefore, at the beginning of its implementation, some students were not able to properly follow the the procedures. For example, students' tasks to read the teaching materials thoroughly and complete assignments that will be presented in the classroom have not been going well. Therefore, the lecturer needs to make more efforts to explain this model. The diverse and significant learning achievements, on the one hand, are interesting, but on the other hand, some students feel burdened by this learning load. This problem can be overcome by motivating techniques that are strong and relevant to the characteristics of students and by shifting some individual tasks to be done collaboratively in a study group that is determined through deliberation and used for one semester. Nur (2005:74-75) suggested that it is important in arranging discussion groups to ensure that each group member participates. Moreover, Nur (2005:87) reminds us that a teacher must be able to ensure that each student is responsible for their performance.

Furthermore, learning achievements need to be constantly reviewed with a focus on the job field that graduates will enter, as well as the development of knowledge, art, and technology. This is evidenced by the data from the implementation of this activity, where musical fiction learning achievements in its implementation became cross-media fiction. With the COVID-19 pandemic that has lasted for almost three years, learning achievements in various forms of fiction appreciation require adjustments to the use of digital appearance-related modalities. Fajri (2018) stated that the multimodal approach is important in the current technological era. Therefore, it is necessary to add an indicator that the course outputs are not only displayed outside the network or offline but also digitally uploaded to various

social media platforms, such as Instagram and YouTube channels. Ilmiah et al. (2021) stated that multimodal learning is easy to implement nowadays because students can easily access the teaching materials used through their mobile phones.

Conclusion

The implementation of the application of learning management of Fictional Prose Appreciation using a structured multimodal collaborative model concluded that the structured multimodal collaborative model can be implemented by both lecturers and students. Lecturers can design and prepare various instruments needed for the use of learning management of structured multimodal collaborative models. Students can play a dynamic role in learning with an increasing tendency. Based on the above facts, the author recommended that the study program needs to reconstruct courses with an orientation towards current knowledge, technology, and art realities. It is also suggested to strengthen the course content in the field of technology, such as the competence to create videos, films, and strategies to publish them on various social media accounts.

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BIOGRAPHY

Doctor Elyusra also known as El, was born on February 26, 1964 in Padang, West Sumatra. She pursued her bachelor degree in the Department of Indonesian Language and Literature Education at the Padang State Institute of Teacher Training, graduating in 1988. In 2007, she earned her Master's degree in Language Education from the same institution, now known as Padang State University (*Universitas Negeri Padang*/UNP). She earned her doctoral degree in Language Education from Jakarta State University in 2015. She has worked as an Assistant Professor in the Indonesian Language and Literature Education Program at Muhammadiyah University of Bengkulu since 1989. She has published numerous articles in the areas of teaching, learning process, and literacy.

EDUCATION INVESTMENT AS THE KEY TO ECONOMIC SUCCESS

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Education is very important for the progress of a country, because education can provide strong foundations for economic development. Investment in education is very important as the key to a country's economic success. Education is very important for the progress of a country. Education can improve the quality of human resources, which is a key factor for a country's economic development. Education can also help increase the productivity and quality of human resources, which will ultimately affect economic growth.

Investment in education is very important for a country's economic growth. Countries that invest a large portion of their budget in education generally have higher rates of economic growth compared to countries that do not invest much of their budget in education. The benefits of educational investment for the economy can provide enormous benefits for a country's economy. Some of the benefits of investing in education are as follows:
Increasing productivity Investing in education can increase the productivity and quality of human resources. Qualified and trained human resources can make a major contribution to the economic progress of a country.

Investment in education can also increase a country's competitiveness. By having well-trained and qualified human resources, a country can compete with other countries in the global market. Investments in education can also help increase innovation and creativity. Well-trained and qualified human resources can produce new ideas that can help increase a country's economic progress. Investing in education can also help reduce poverty. By giving everyone equal access to education, it will be possible to exploit a wider range of human potential. This can help reduce social inequality and reduce poverty in a country.

Investments in education can also help increase equity in society. By giving everyone equal access to education, it will be possible to exploit a wider range of human potential.

Sustainable and quality economic development requires strong foundations, one of which is education. Here are some solid foundations for economic development:

Quality Human Resources Quality human resources is an important factor for the economic development of a country. Qualified human resources can increase productivity and efficiency in various economic sectors. Therefore, investment in education and training is important to strengthen human capital. Qualified human resources can increase productivity and efficiency in various economic sectors. Qualified human resources possess the skills, knowledge and ability to work effectively in various business and industrial environments. They are also able to adapt to rapid changes in technology and work environment.

Qualified human resources can also help increase innovation and creativity in various economic sectors. They are able to create new ideas and solutions to overcome problems and challenges in various fields. In addition, qualified human resources can also help improve the quality of products and services, thereby increasing competitiveness in the global market. As an example of quality human resources such as: An educated and trained workforce is a quality human resource, they have the skills and knowledge needed to work effectively in various economic sectors. They are also able to adapt quickly to changes in the business and technological environment.

Successful entrepreneurs also include quality human resources. They have strong management and leadership skills, and are able to take risks in running a business. Successful entrepreneurs are also able to create new jobs and strengthen economic growth.

Scientists and researchers are also qualified human resources. They have the knowledge and skills to conduct research and development, as well as create new innovations in various economic sectors. They are also able to improve the quality of their products and services, thereby increasing their competitiveness in the global market. Trained medical and health personnel are also qualified human resources. They have the knowledge and skills to provide quality health services, and are able to improve the health and welfare of the community.

Trained farmers and fishermen are also qualified human resources. They have knowledge and skills in managing agriculture and fisheries, and are able to increase productivity and efficiency in the agricultural and fisheries sectors. Creative workforce such as designers, artists, writers, and others also include quality human resources. They have creative skills and expertise needed in various sectors of the economy, such as graphic design, performing arts, publishing, and others. Therefore, investment in education and training is important to strengthen quality human resources. Investments in education and training can help improve human resource skills, knowledge and capabilities, thereby increasing productivity and efficiency in various sectors of the economy.

Qualified infrastructure, for example qualified infrastructure such as roads, bridges, ports, airports and telecommunications are important factors for economic progress. Adequate infrastructure can help strengthen connectivity and facilitate the transportation of goods and services, thereby increasing efficiency and productivity in various economic sectors.

Good Business Environment is an important factor for economic growth. A good business environment can strengthen investment, create jobs, and increase competitiveness in global markets. To create a good business environment, supporting policies, clear regulations, and transparency in decision making are needed. A good business environment can strengthen investment. A good business environment creates conditions that support economic and business growth, thus strengthening investment and accelerating economic development. Several factors that can create a good business environment include: Government policies that support investment, the government can create a good business environment through policies that support investment. This policy can be in the form of fiscal incentives, deregulation, and infrastructure improvements. This policy can encourage investors to invest and create new jobs.

Good political and economic stability can create a good business environment. Political and economic stability provides certainty for investors to invest and develop their business. Infrastruktur yang baik dapat menciptakan lingkungan bisnis yang baik. Infrastruktur yang baik, seperti jalan raya, jaringan listrik, dan telekomunikasi, dapat mempercepat pertumbuhan bisnis dan ekonomi.

Clear and easy-to-understand regulations can help create a good business environment. Clear regulations provide certainty for investors and

make it easier for investors to start a business and develop it. Availability of qualified workforce can strengthen investment. A quality workforce has the skills and knowledge needed in various sectors of the economy. The availability of quality manpower can also strengthen competitiveness in the global market. Access to a broad market can also strengthen investment. The broad market provides great business opportunities and strengthens the company's competitiveness in the global market.

With a good business environment, investors can feel more confident in making investments and strengthening economic growth.

Innovation and Technology are very important for economic progress. Innovation and technology can help increase efficiency and productivity in various sectors of the economy. Therefore, investment in research and development is important for economic development.

example Innovation and Technology have become very important for economic progress, Innovation and technology have become key factors for economic progress in many countries around the world. Here are some examples of how innovation and technology can advance the economy:

The industrial revolution 4.0 has introduced digital technology, such as Artificial Intelligence (AI), Internet of Things (IoT), and blockchain technology. These innovations have changed the way we work, produce and interact. Countries that have successfully leveraged this innovation and technology have strengthened their economic base.

E-commerce has accelerated business and economic growth. Online trading provides great business opportunities and expands the market for products and services. This has enabled small and medium enterprises to compete with large companies in the global market.

Transport and Logistics Technology has changed the way we manage transportation and logistics. Innovations in transportation and logistics, such as autonomous vehicles and smart logistics, can increase efficiency and reduce costs. It can also speed up the delivery of goods and strengthen the supply chain.

Green Technology Innovation and technology in the field of green energy can help reduce negative impacts on the environment. The use of renewable energy, such as solar and wind power, can help reduce carbon emissions and reduce the negative impact on the environment. This can open up new business opportunities in the energy sector and strengthen a sustainable economy.

Innovations in the health sector, such as new medical technologies, can help improve the efficiency and quality of healthcare. These innovations can also accelerate the development of better drugs and healthcare, thereby improving the health and well-being of people.

Innovation and technology have played an important role in strengthening economic growth in many countries. Countries that have successfully leveraged this innovation and technology have created an innovative and sustainable business environment, and strengthened their competitiveness in global markets.

Wise Public Policy is an important factor for economic progress. Wise public policies can help improve efficiency and productivity in various sectors of the economy. In addition, wise public policies can also help improve people's welfare.

Political stability and security are important factors for sustainable economic development. Political stability and security can help create a favorable business environment, increase investment and strengthen economic growth. Therefore, the government's role in ensuring political stability and security is important for sustainable economic development.

Investment in education is very important for the economic progress of a country. Education can improve the quality of human resources. In conclusion, investment in education is the key to economic success for a country. This investment not only produces quality human resources, but also provides long-term benefits for economic progress.

A good education can open the door to better job opportunities and increase productivity and efficiency in various sectors of the economy. In addition, investment in education can also help reduce social and economic disparities, strengthen awareness of human rights, and strengthen participation in democracy.

Ultimately, educational investment is not just about preparing students for the future, it is also about preparing a country for the future. Countries that prioritize investment in education have the potential to strengthen their economies, improve people's welfare, and strengthen their position in global markets. Therefore, each country must prioritize investment in education as part of its long-term economic development strategy.

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GOVERNANCE OF A LEADERSHIP AT AL-FATIMAH ISLAMIC BOARDING SCHOOL

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Abstract

The management of Al Fatimah Islamic boarding schools is often perceived to be quite unique, but rather weak. It is due to the centralized leadership of the *ulama* in Islamic boarding schools. This study aims to examine the prophetic leadership values in improving good governance in Al Fatimah Islamic boarding schools. This study is a phenomenological research applying qualitative approach. Phenomenological research describes the general meaning of a number of individuals on various life experiences related to certain concepts or phenomena by using sampling techniques, with subjects consisting of the caregivers of the Islamic boarding schools and their families as well as the head and the treasurer of the foundation. For data collection, this study implemented interview, questionnaires, and observation techniques. After conducting the research, it was found that among rural boarding schools in Indonesia with the existing financial governance, not all of them understand contemporary financial management based on modern scientific concepts. However, there is another governance concept, namely *pesantren* (Islamic boarding school).

Keywords: *Governance, Al Fatimah Islamic Boarding School, Leadership.*

Introduction

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia which also represent the indigenous culture of Indonesia. The discussions on boarding schools are always attractive, fresh, and actual. Even Islamic boarding schools themselves are a unique phenomenon, and they are incredibly fascinating to study. The exceptionality of a Al Fatimah Islamic boarding school lies in the learning process, governance or management, and the leadership of a *kiai* who acts not only as the founder but also the owner of the Islamic boarding school. Salafiyah Islamic boarding schools sometimes do not follow the mechanisms of modern governance. Nevertheless, they

have survived all conditions until the present era. The survival of these Islamic boarding schools is influenced by the leadership pattern of the *kiai* who practice the prophetic values.

Research Methods

This study is a phenomenological research applying a qualitative approach. Phenomenological research describes the general meaning of a number of individuals on various life experiences regarding certain concepts or phenomena. Hermeneutic phenomenology was employed in this study to inspect the experience of the management of the Al Fatimah Islamic Boarding, in understanding, managing, and developing the governance of Islamic boarding school. The data used in this study is qualitative data presented in form of verbal words, not in numbers. The source of data is the *pesantren* with all its activities, including the life of its leader. Meanwhile, the respondents of this study were: 1) Caregiver of the Al Fatimah Islamic Boarding School, 2) Chairman of the Al Fatimah Islamic Boarding School Foundation, 3) Treasurer of the Al fatimah Islamic Boarding School Foundation, 4) The close family of the Al Fatimah Islamic Boarding School, 5) A number of male and female students of the Al fatimah Islamic Boarding School, and 6) Several parents of the students and alumni of the Al fatimah Islamic Boarding

Results and Discussion

Management is a process of carrying out certain activities by mobilizing other people's energy in implementing policies and achieving goals. With regards to the management of Al Fatimah Islamic boarding schools, the process consists of planning for, implementing, and evaluating certain programs to improve the quality of the school, accepting new students, coaching all students, and supervising them. This includes the educational process in both physical and spiritual educations provided and carried out by the Al Fatimah Islamic Boarding School which has its own uniqueness.

The implementation of the prophetic leadership values in the Al Fatimah Islamic Boarding School includes the leadership formation process of the boarding school which uses the inheritance system from the parents (*kiai*) to their son-in-law. In its development, the collegial leadership is employed by the Al Fatimah Islamic Boarding School for the application of

leadership authority. By applying the collegial leadership, the authority for the implementation of responsibility is not fully given to the caregiver, but rather shared together with the management.

Conclusion

From the analysis, several conclusions can be drawn from this study. First, the Salafiyah Islamic boarding school has not applied the principles of modern or organizational management yet. Despite the implementation of traditional management, this school can survive amidst all conditions. Second, the management of the Al Fatimah Islamic boarding school has implemented prophetic leadership to manage the school, leading to the increased public trust in Salafiyah Islamic boarding schools.

Third, the Al fatimah Islamic boarding school prioritizes the independence of all its components, with no exception for the students living in the boarding school. The implication of this policy suggests the government to give more attention and guidance to Salafiyah Islamic boarding schools as this kind of *pesantren* gives a considerable amount of contribution in building the character education for the nation's children.

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Maintaining the Existence of Higher Education through the Implementation of the Tridarma of Higher Education

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Introduction

The tridarma of education is one of the three important pillars that university personnel must carry out. Higher education is very important in implementing the Tridarma of Higher Education. The tridarma of higher education is the main task that must be carried out by universities in carrying out their functions as higher education institutions.

The purpose of the tridarma of higher education is to prepare a qualified and competent young generation in the chosen field, as well as to enrich science and technology through research and community service activities. In a broader context, the tridarma of higher education also aims to produce innovations and solutions to various social, economic, and environmental problems and build mutually beneficial partnerships between universities and society, government, and industry (Masnawati et al., 2023).

Lecturers are required to do the tridarma of higher education because this is part of the duties and functions of lecturers in universities. As an educator, lecturers must provide quality teaching by the standards set by the college. In this case, lecturers must develop a curriculum, and teaching methods, and evaluate student learning outcomes.

In addition to educational and teaching duties, lecturers also have the responsibility to carry out research and development activities in academic and practical fields. Lecturers are expected to be able to produce new knowledge contributions, provide solutions to various social, economic, and environmental problems, and improve the quality of education in higher education.

In addition, lecturers are also expected to carry out community service activities to make a real contribution to society and improve their

quality of life. These activities include community development, training, consultation, counseling, and the application of research results in the community. In carrying out the tridarma of higher education, lecturers are expected to be able to have a positive impact on students, universities, and society at large (Suheri, 2018).

Figure 1. Tridarma of Higher Education

The tridarma of higher education consists of three main pillars, namely education and teaching, research and development, and community service. Education and teaching are components that focus on teaching and education for students including 1) curriculum development, 2) teaching methods, and 3) evaluation of learning outcomes. Education and teaching in higher education aim to produce graduates who have academic and practical competence in the chosen field. Education and teaching do not only focus on academic aspects but also include character development and soft skills of students.

Research and development is a component that includes: 1) research activities, 2) development, and 3) innovation carried out by lecturers and students in the academic and practical fields. The purpose of research activities is to generate new knowledge contributions, improve the quality of education, and provide solutions to various social, economic, and environmental problems.

This component of community service includes activities carried out by universities to make a real contribution to society and improve their quality of life. These activities include 1) community development, 2) training, 3) consultation, 4) counseling and 5) application of research results in the community. The purpose of community service is to strengthen partnerships between universities and the community and have a positive impact on society at large.

Discussion

Education and Teaching

Education and teaching became the first pillars in the tridarma of Higher Education. Higher education aims to provide students with higher and deeper education in a variety of disciplines. Universities must provide quality education and teaching to produce graduates who have competence and expertise in the chosen field. In implementing this tridarma, universities must be able to provide quality educational programs that are relevant to the needs of the job market.

Education and teaching must be carried out by paying attention to the development of science and technology as well as the needs of the world of work. Universities must also pay attention to student diversity and ensure that every student gets the same opportunity to get a quality education. Therefore, universities must continue to strive to improve the quality of education and teaching provided through various programs and activities, such as workshops, seminars, and field practice activities (Widawati et al., 2010).

Higher education has a role to create quality human resources and the skills needed by society and the world of work. Higher education is also responsible for developing curricula that are relevant to the needs of society and the world of work, as well as producing graduates who have good competence and ethics.

Lecturers in this first point have two main obligations or tasks, namely: 1) taking both formal education which is then given a diploma, and non-formal education such as training for the self-development of lecturers, and 2) carrying out knowledge transfer activities owned to students or teaching. In teaching activities, lecturers not only transfer knowledge during

class, but on other occasions such as 1) laboratories, 2) when guiding KKN students, 3) PKL guidance, 4) thesis guidance, and other activities.

The pillars of education and teaching have the most components including 1) teaching, 2) student guidance, 3) student testing, 4) visiting scientists, 5) student coaching, and 6) making teaching materials. 7) detasering, 8) scientific orations, 9) lecturer supervisors, and additional assignments. The nine components can be carried out by lecturers with various variations of implementation.

Research and Development

Research and development is the second pillar in the Tridarma of Higher Education. Universities must be able to conduct research and development continuously and continuously. Research and development are carried out to produce new knowledge and technologies that are beneficial to society. Higher education is an important base for research because its implementation involves lecturers and students.

Research and development in addition to producing knowledge and innovation that is useful for society and the world of work also develop academic excellence and university reputation at the national and international levels. Universities are also expected to conduct research oriented to the needs of society and the world of work and be able to utilize existing technology and information to increase productivity and community welfare. Research results can also be used to update and enrich the curriculum (Cordiaz, 2017).

Research and development is an intellectual activity carried out to develop and deepen science and technology. Research in the field of education aims to improve the quality of learning and teaching. In the context of the tridarma of education, research must be carried out by adhering to high scientific standards and beneficial to the advancement of science and technology (Yuliawati, 2012).

Lecturers must research because research is part of the tridarma of higher education that must be done. Lecturers must conduct research aimed at first, improving the quality of education. Research and development can help improve the quality of education provided by lecturers. By conducting

research, lecturers can gain a deeper understanding of the teaching material and can apply the results of the research in learning.

Secondly, it maintains the novelty of science. Research helps lecturers to keep abreast of the development of science and technology. By conducting research, lecturers can gain a better understanding of the latest trends and developments in their field.

Third, produce scientific publications. Research conducted by lecturers can be produced into scientific publications that can have a positive impact on the academic community and industry. Scientific publications can also improve the reputation of lecturers and colleges where he teaches.

Fourth, increase the competitiveness of the college. Universities that have lecturers who actively conduct research tend to have a better reputation and can increase the competitiveness of universities at the national and international levels.

Fifth, get a source of research funding. Lecturers who actively conduct research can be candidates to get research funding sources from the government, donor agencies, and industry. The source of research funds can be used to support research and develop laboratories and other research facilities in universities.

Research becomes very important for lecturers to carry out their role as educators and creators of science. Universities must facilitate lecturers in the implementation of research and development of science, as well as technology to broaden horizons and knowledge and improve the progress of science and technology. The external component of the research is in the form of research performance itself, publication of works, and patents/IPRs.

Community Service

Community service is the third pillar in the tridarma of higher education. In implementing the tridarma, universities must be able to make a real contribution to society. Universities must be able to apply the science and technology that has been developed to help solve community problems. Community service aims to improve the quality of life of the community and create social progress. This community service activity includes the transfer

of knowledge and technology from universities to the community, as well as developing partnerships and collaborations between universities and the community (Lian, 2019).

Community service activities that are useful and relevant to the needs of the community, both in the social, economic, and cultural fields. Community service is an effort to apply the results of research and learning to the community. Community service can be done through community empowerment, training, community development, and other social activities. In the context of the tridarma of education, community service must be directed at the interests of society and the nation, as well as benefiting society at large (Chudzaifah et al., 2021).

The reasons why lecturers must do community service include: first, increasing the relevance of education. Through community service, lecturers can help bridge the gap between the academic world and the industrial world or society. This can help maintain the relevance of education to the needs and challenges faced by society and industry.

Second, increase community involvement. Community service can help increase community involvement in academic activities. By engaging in service activities, the community can better understand the role and contribution of universities in advancing the community and the surrounding environment.

Third, solve society's problems. Community service can help solve problems faced by the community. Lecturers can use their knowledge and knowledge to provide solutions to problems faced by society.

Fourth, improve people's quality of life. Community service can provide direct benefits to the community. Lecturers can provide training or assistance in various fields such as health, environment, or economics that can improve the quality of life of the community.

Fifth, improve the image of the college. Lecturers who are active in doing community service can improve the image of the college where he teaches. This can help colleges to be more respected by society and industry. Community service is very important for lecturers to carry out their roles as agents of change and community empowerment.

The results of the implementation of community service can be recorded on the service component it self, journal managers, speakers at various community activities, and occupying structural positions.

Conclusion

The tridarma of higher education has great benefits for educational institutions. In addition to helping to improve the quality of education and the reputation of the institution, the tridarma of higher education can also assist institutions in obtaining financing and building strong relationships with society and industry.

With the implementation of the tridarma of higher education and the existence of higher education, it is hoped that it will be able to create universities that can produce quality human resources, produce knowledge and innovations that are useful for society, and contribute to the development of society and the country. In implementing the tridarma of higher education, it must pay attention to the interests of students, society, and industry. This is intended so that universities can make a maximum contribution to national development.

Overall, the existence of higher education is very important in implementing the tridarma of higher education. Through quality education, continuous research and development, and real service to society, higher education can make a significant contribution to the development of science and technology and the welfare of society as a whole.

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THE EXISTENCE OF TRI DHARMA IN HIGHER EDUCATION

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Existence of Tri Dharma of Higher Education

Higher education is a container or place that can play a role in developing educational strategies. The institution is very necessary in building a nation's civilization, especially for the next generation. Given the importance of education in the life of the nation and water in Indonesia, the government made Law No. 22 of 1961 concerning higher education. In this law, it is stated that the goals of tertiary institutions include forming moral people who have the spirit of Pancasila, preparing a workforce that is capable of holding positions that require higher education, as well as conducting research and efforts to progress in the fields of science, culture and social life (Juningsih, 2021)

The existence of tri dharma in higher education is very important because these three functions are interrelated and support each other. Universities that have a strong presence in the three tri dharma functions will be able to make a major contribution to the progress of the nation and state. In the existence of Tri Dharma, quality education will prepare students to enter the world of work or continue their studies to a higher level. In addition, through research, universities can develop science and technology which are the basis for innovation and industrial development.

That way, community service can be carried out optimally and provide real benefits for the community. The existence of tri dharma can also help universities to solve various problems they face, such as global competition in the world of higher education, shortage of qualified human resources, and rapid changes in industrial trends. Through Tri Dharma, higher education can become a center for the development of science and

technology, improve the quality of education, and make a positive contribution to society.

In implementing the Tri Dharma, it must be able to produce graduates who have adequate knowledge and skills, and are able to contribute to the development of society and the country. The function of higher education must be supported by research to produce technological innovations, and new findings that can provide solutions to various social, economic and environmental problems. This research can improve the reputation and credibility of tertiary institutions and can attract the interest of prospective students, lecturers, and work partners.

Meanwhile, community service will open up opportunities for universities to be directly involved in solving problems and producing solutions that are beneficial to society. This service program can strengthen the relationship between tertiary institutions and the community, and help promote educational and research activities carried out by tertiary institutions. In order to achieve optimal Tri Dharma existence, tertiary institutions need to apply good management and pay attention to the needs and demands of stakeholders, including students, lecturers, work partners, and the community. In this case, tertiary institutions also need to maintain integrity and ethics in implementing the Tri Dharma, as well as carry out continuous evaluation and improvement to improve the quality and relevance of the Tri Dharma to the needs and demands of society and the job market.

The existence of Tri Dharma in higher education is very important because these functions are interrelated and must be carried out in a balanced way to achieve optimal tertiary goals. The function of education is the essence of the existence of higher education because through education, students can increase the knowledge and skills needed in the academic and professional fields. However, a good education can only be achieved if it is supported by a research function. Research conducted by lecturers and students helps update knowledge and develop new technologies that are relevant to the needs of society.

In addition, tertiary institutions must be able to provide direct benefits to the community through the service function. Through service programs, tertiary institutions can make a positive contribution to society and develop a network of cooperation with outsiders, such as companies and the government. Thus, higher education institutions that are able to carry out these three functions optimally can make a significant contribution to

national development and the advancement of the academic world. Therefore, Tri Dharma must be the main focus in planning and implementing higher education activities.

For this reason, it is important for a student to know about the Tri Dharma of Higher Education and implement it during college. In general, the Tri Dharma of Higher Education is one of the goals that must be achieved and carried out by every higher education institution in Indonesia. Universities should give birth to young people or educated people who have high enthusiasm, creative, independent, innovative thinking so they can build the nation in various sectors according to their abilities (Fadholi, 2020).

Here are some important Tri Dharma factors in higher education :

1. Improving the quality of Education: In carrying out its educational function, tertiary institutions must provide learning that is oriented to the needs of the community and pays attention to international standards in the academic field. Thus, tertiary institutions can improve the quality of education and prepare students to meet the demands of the labor market.

2. Increasing innovation and scientific development: Through the research function, higher education institutions can contribute to the development of science and technology, as well as increase innovation in various fields.

3. Increasing the involvement of universities with the community: By carrying out community service functions, universities can increase involvement with the community and provide direct benefits in the form of training, empowerment and technology development.

4. Strengthening the reputation of higher education institutions: In carrying out the tri dharma, universities can strengthen their reputation as quality educational and research institutions that have a positive contribution to society and the country.

In general, the Tri Dharma of Higher Education is one of the goals that must be achieved and carried out by every higher education institution in Indonesia. Universities should give birth to young people or educated people who have high enthusiasm, creative thinking, are independent, and are innovative. This cannot be separated from the orientation so that each tertiary institution can work hand in hand with all other elements in various sectors of national development, of course in accordance with the capacity and capabilities possessed by each tertiary institution. Apart from that, the three points in the Tri Dharma of Higher Education are very related and interrelated with one another. Both from the fields of education and

imprisonment, research and development, as well as community service. (Arifin, 2021)

The Tri Dharma of Higher Education is the rule of model for students in carrying out their functional roles in any tertiary institution. This is a heavy responsibility. If students do not optimize this role, there will be a leadership crisis, students will lose their critical nature, then their humanity, knowledge to practice. In carrying out their role as academic beings, students must be accustomed to all situations and conditions, accustomed to being bumped, processed, patterned, dynamic, so that they become full-fledged students. This is the spirit for students in carrying out their lives, actualizing themselves, so that they are useful for the homeland, nation and religion.

The first role in optimizing the Tri Dharma of Higher Education in the field of education is how to reflect students to become educated and educated human beings. Theoretically, education is often interpreted and interpreted by people in various ways, depending on each person's point of view and the theory held. The occurrence of differences in the interpretation of education is something commonplace, is a characteristic of the rich treasures of human thinking and its usefulness in developing theories about education. In terms of national policy, education can be formulated clearly and easily understood by all parties, can be implemented properly and correctly in educational practice (Nanggala, 2018).

The existence of tri dharma in higher education is very important because these three functions are interrelated and influence one another. Higher education must pay equal attention to these three functions in order to create an effective and efficient education system in producing qualified and highly competitive graduates. Higher Education Tri Dharma are three obligations contained in higher education. The three obligations are Education and Teaching, Research and Development, and Community Service. All academics on campus are responsible for the Tri Dharma of Higher Education.

In its implementation, the Tri Dharma of Higher Education is strengthened by Law Number 20 of 2003 concerning the National Education System, which reads: Higher Education is obliged to organize education and teaching, research, and community service. In other words, Tri Dharma can be interpreted as goals that must be achieved by universities and must be implemented properly. The application of the Tri Dharma on campus

certainly has a beneficial goal, which is to create a young generation with the ability to think creatively, innovatively and independently (Swasty, 2022).

Tri Dharma in Higher Education

Tri dharma is a basic concept in higher education in Indonesia which includes three important elements, namely education, research, and community service. This concept aims to ensure that tertiary institutions do not only produce quality graduates, but also contribute to the development of science and technology and strengthen the relationship between tertiary institutions and society. The following is a brief explanation of each element of the Tri Dharma:

1. Carry out Education and Teaching

Education and Teaching is the first function of higher education. The education provided must meet competency and quality standards set by the National Accreditation Board for Higher Education (BAN-PT). Universities must provide quality education to their students. This includes teaching and learning in the classroom, in the laboratory, and in the field, as well as other academic activities that support students' intellectual development. This education must be carried out according to international standards and produce qualified and competitive graduates.

Education is the most important element in the tri dharma. Higher education aims to provide high quality education to students with the aim of producing graduates who have the knowledge and skills needed in the world of work. Education must also be carried out by paying attention to moral, ethical, and cultural aspects. The main function of tertiary institutions is to provide education to students to improve their knowledge, skills and competencies in academic and professional fields. This education includes a curriculum designed to meet the needs and demands of the labor market.

2. Doing Research

Research The function of the two tertiary institutions is to conduct research related to the field of study occupied. The results of these studies must be beneficial to society and can improve the quality of education and social life. Higher education institutions must also carry out quality and useful research for society and the academic world. This research must be supported by adequate human and financial resources, as

well as adequate infrastructure. Universities should also publish their research results regularly to increase knowledge in the relevant fields.

Research is a very important element in the development of science and technology. Universities are expected to be able to carry out research that is beneficial to society and contribute to improving the quality of life. In addition, research results can help improve the quality of education provided in tertiary institutions. Higher education also has a research function that aims to develop science and technology through research conducted by lecturers and students. This research is conducted by following the scientific method and makes a significant contribution to society and the academic world.

2. Carry out community service activities

The third function of tertiary institutions is community service, namely the application of science and technology owned by tertiary institutions to improve people's welfare. This service can be done through the provision of services, training, consultation, and other social activities. Universities must have an active role in contributing to society. This can be in the form of providing services, solving problems in the community, training, and other activities that benefit the community and the surrounding environment. This can help universities to improve their reputation and good image in society.

Community service is an act of higher education to make a direct contribution to society. Higher education is expected to be able to help overcome various social and economic problems faced by the community, as well as facilitate the transfer of knowledge and technology to the community. This service activity must provide direct benefits to the community through service programs such as community empowerment, training, consulting, and technology development. Through this service, universities can strengthen relations with the community and make a positive contribution to national development.

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University Strategies In Realizing Skilled and Professional Graduates

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Introduction

Education is one of the important keys in human development and nation building. In the era of globalization and increasingly fierce competition, skilled and professional graduates are needed to meet the needs of an increasingly complex and dynamic job market. Realizing skilled and professional graduates is not an easy thing, because it requires appropriate efforts and strategies in preparing students to become a competent workforce. Research shows that the quality of education students receive greatly affects their success in entering the workforce and becoming successful professionals. Therefore, it is necessary to conduct a literature review on realizing skilled and professional graduates by paying attention to factors that affect the quality of graduates such as educational curriculum, teaching methods, field practice, additional training, and student personality development.

This review is expected to provide insights and appropriate strategies for educational institutions to develop skilled and professional graduates so that they can compete in the world of work and contribute to nation building. In addition, realizing skilled and professional graduates also has a positive impact on society and industry, such as increased productivity, improved product quality, and improved overall community welfare.

Education has a very important role in preparing students to enter the workforce. However, in an era of increasingly fierce global competition, just having a diploma is not enough to become a competent workforce. Skilled and professional graduates are needed who have the skills and abilities needed by the job market.

Unfortunately, there are still many graduates who do not have adequate skills and abilities when entering the workforce. Many graduates are unemployed or work outside their field of study, which is often caused by a lack of skills required by the job market.

Therefore, efforts need to be made to create skilled and professional graduates by optimizing the education curriculum, teaching methods, field practice, additional training, and student personality development. This is important to prepare students to have the skills needed by the world of work and be able to compete in the global job market.

Realizing skilled and professional graduates is not an easy task and requires appropriate efforts and strategies from educational institutions, the government, and the world of work. Therefore, it is necessary to conduct a literature review to provide insights and appropriate strategies for educational institutions in developing skilled and professional graduates.

Purpose

The purpose of the literature review on realizing skilled and professional graduates is to provide insights and appropriate strategies for educational institutions in developing graduates who have the skills and abilities needed by the world of work. The objectives of this literature review include:

1. Identify factors that affect the quality of graduates, such as educational curriculum, teaching methods, field practice, additional training, and student personality development.
2. Analyze the strategies that educational institutions can adopt in creating skilled and professional graduates, such as developing a relevant and up-to-date curriculum, using effective teaching methods, providing field practice or internships, providing additional training, and developing students' personalities.
3. Explain the factors supporting success in creating skilled and professional graduates, such as the academic standards set, teacher qualifications, educational facilities, and the role of industry or the world of work in determining skill needs.
4. Provide suggestions for the development of more skilled and professional graduates.
5. Explain the positive impact on society and industry from the creation of skilled and professional graduates, such as increased productivity, improved product quality, and improved overall community welfare.

C. Factors that affect the quality of graduates

1. Curriculum

The education curriculum is one of the important factors that affect the quality of graduates. A good curriculum must be able to meet the needs and demands of the world of work and be able to develop students' skills and competencies holistically. Here are some factors in the education curriculum that can affect the quality of graduates:

1. Relevance: The curriculum must be relevant to the needs of the world of work and be able to develop the skills needed in a particular profession. A relevant curriculum can improve graduates' ability to enter the workforce and make a significant contribution to the industry.

2. Actuality: The curriculum must be updated regularly to keep up with the ever-changing developments in technology, business, and industry. An up-to-date curriculum can produce graduates who are able to keep up with industry developments and meet the needs of the labor market.

3. Comprehensiveness: The curriculum should cover all aspects of education, such as character education, moral education, and student personality development. A complete curriculum can produce graduates who have good moral values and work ethics and are able to adapt to a dynamic work environment.

4. Skill development: The curriculum must be able to develop skills needed in the world of work, such as technical skills, interpersonal skills, and management skills. Skills development can improve the quality of graduates and make it easier for them to enter the workforce.

5. Flexibility: The curriculum must be able to adapt to the different needs of students. A flexible curriculum takes into account the needs and interests of students so that they can learn effectively and develop the skills they need.

2. Teaching Method

1. Active learning: This method encourages students to be actively involved in the learning process and provides opportunities for students to develop critical thinking skills, collaboration skills, and communication skills. Active learning can help students to learn more effectively and gain a deeper understanding of the subject matter.

2. Problem-based learning: This method encourages students to solve problems related to the real world. This method can help students to

develop critical thinking skills and problem-solving skills that can be applied in real-life situations.

3. Collaborative learning: This method encourages students to work together in groups and share knowledge and experiences. Collaborative learning can help students to develop teamwork skills, communication skills, and leadership skills.

4. Project-based learning: This method encourages students to work on projects related to their field of study. This method can help students to develop practical skills and technical skills needed in the world of work.

5. Technology-based teaching: This method utilizes technology to enhance students' learning experience. It can help students to gain access to a wider range of information, extend the range of learning, and develop technological skills needed in the world of work.

3. **Field practice**

Field practice or internship is one way to realize skilled and professional graduates. In field practice, students have the opportunity to experience and learn directly in a real work environment. Here are some things that can be done in field practice to realize skilled and professional graduates:

1. Develop practical skills: In field practice, students can develop practical skills needed in their future jobs. For example, students majoring in graphic design can learn to develop designs that suit the needs of clients or students majoring in accounting can learn to make accurate and detailed financial statements.

2. Expanding professional networks: During field practice, students can interact with various people from different professional backgrounds. This can help them expand their professional network and secure future job opportunities.

3. Developing interpersonal skills: Field practice can help students develop interpersonal skills such as communication, teamwork and leadership skills. These skills are important in the working world as they can help students communicate with their coworkers and superiors effectively.

4. Gain work experience: Field practice provides valuable work experience for students. By experiencing a real work environment, students can gain a better understanding of the demands of the job and what is expected of them when they enter the workforce.

5. Strengthening academic skills: Field practice can help students to strengthen their academic skills. For example, they can apply the theories and concepts they have learned in real situations and gain a deeper understanding of the subject matter.

4. Additional training

1. Technical skills training: Technical skills training can help students acquire skills that are more specific and relevant to their field of study. For example, students majoring in civil engineering may receive training on the use of structural design software.
2. Interpersonal skills training: Interpersonal skills training can help students acquire skills such as effective communication, negotiation, teamwork and leadership. These skills are very important in the world of work.
3. Entrepreneurship training: Entrepreneurship training can help students who want to start their own business. It can help them gain skills on business planning, product development, and marketing strategies.
4. Career development training: Career development training can help students prepare to enter the workforce. It can cover topics such as effective resume writing, job interviews, and job search tactics.
5. Life skills training: Life skills training can help students acquire skills that help them in their daily lives, such as time management, financial management, and stress management.

5. Personality development

1. Focus on lifelong learning: Strengthening lifelong learning skills can help students become individuals who are committed to continuous self-improvement. Schools or colleges should promote the value of lifelong learning, and provide opportunities for career development and further training.
2. Developing social skills: Students must have good social skills to interact with others effectively. Schools or colleges can provide social skills training programs that include communication, cooperation, and leadership.
3. Encourage participation in extracurricular activities: Students involved in extracurricular activities have the opportunity to develop personality skills

such as leadership, teamwork and communication. Schools or colleges should encourage students' participation in extracurricular activities that match their interests.

4. Provide support and skill development: Schools or colleges should provide support and guidance for students, such as counseling services, mentoring programs, and skills training. This can help students reach their potential and prepare them for success in their careers.

5. Emphasize ethical values and professionalism: Schools or colleges should emphasize ethical values and professionalism in every aspect of their educational programs. Students should be given an understanding of the importance of ethics and integrity in their work, as well as how to apply these values in their professional lives.

6. Interpersonal skills: Students must be able to interact with others effectively. This includes good communication skills, the ability to listen, cooperation, and leadership. Schools or colleges can provide training and development of interpersonal skills, as well as opportunities to engage in activities that promote teamwork.

7. Positive attitude: Students should have a positive attitude in the face of challenges and opportunities. This includes self-confidence, optimism and stress management skills. Schools or colleges can provide support and guidance to help students develop a positive attitude and overcome challenges.

8. Critical and analytical skills: Students must have the ability to process information critically and analytically. This involves the ability to solve problems, analyze data and make informed decisions. Schools or colleges can provide training and development of critical and analytical skills, as well as opportunities to apply these skills in real-world situations.

9. Ethics and professionalism: Students should have an understanding of ethics and professionalism in their work. This includes integrity, responsibility and professional ethical standards in the industry or profession they wish to pursue. Schools or colleges can emphasize these values in their educational programs, as well as provide opportunities to practice and apply ethical values and professionalism in real life.

10. Adaptability: Students must be able to adapt to changes and dynamics in their work environment. This includes the ability for lifelong learning, flexibility and creativity. Schools or colleges can provide training and development of adaptation skills, as well as opportunities to face real-

world challenges.

D. Strategies to create skilled and professional graduates

1. Strengthening the curriculum: The curriculum should be carefully designed to ensure that graduates have the necessary skills and knowledge to succeed in their careers. The curriculum should include training in technical and social skills, as well as a strong understanding of the industry or profession one wishes to pursue.
2. Introduce internships and work practices: Practical experience in the workplace can help graduates gain the skills and experience necessary to succeed in their careers. Schools or colleges should establish partnerships with industries to provide internships and work practice opportunities to their students.
3. Focus on lifelong learning: Graduates should have the ability to learn for life, as the world of work is constantly evolving and changing. Schools and colleges should promote the value of lifelong learning, and provide opportunities for career development and further training.
4. Strengthen leadership and entrepreneurial skills: Graduates should have strong leadership and entrepreneurial skills, as these skills will help them take initiative and lead successful projects. Schools and colleges should provide training and opportunities for students to develop these skills.
5. Provide support and skills development: Schools or colleges should provide support and guidance for students, such as counseling services, mentoring programs, and skills training. This can help students reach their potential and prepare them for success in their careers.

E. Conclusion

1. Based on the literature review, there are several factors that can help in realizing skilled and professional graduates. First, schools or colleges should pay attention to the development of academic and practical skills in students. Second, it is important to pay attention to the development of personality skills in students, such as interpersonal skills, positive attitudes, critical and analytical skills, ethics and professionalism, and adaptability.

2. In addition, continuous and ongoing education is also important in realizing skilled and professional graduates. Schools or universities can provide regular training and skills development, as well as provide opportunities for students to practice and apply the skills they have learned in real life.

3. Finally, collaboration and partnership between schools or colleges and the industry or profession that students want to pursue is also very important. This can help students to gain practical experience that is relevant to the field of work they are interested in, so that they can prepare themselves optimally to enter the world of work.

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Students' English Digital Literacy Practices in and out of the Class to Improve Students' Speaking Skills

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Introduction

People now live in a world that is heavily e-interpenetrated as a result of the fast technology advancements that have affected practically every aspect of daily life in recent years. Digital literacy, which extends from basic literacy (the capacity to cope with print texts), has been recognized as a crucial capability to succeed in such a world. In order to be literate in the twenty-first century, one must be able to learn, unlearn, and relearn (Tinio, 2002) using digital literacy in addition to being capable of reading and writing. In addition to becoming vital for supporting learning, digital literacy is also a necessary skill in the knowledge economy and a prerequisite for the growth of democracy. The UNESCO definition of literacy, which was agreed at the Paris expert meeting, further states that it encompasses all skills related to the recognition, comprehension, interpretation, creation, communication, computation, and application of written printed material in a variety of contexts (UNESCO, 2004). As an illustration, the ability to read and write "digitally" denotes the use of digital technologies. Another remark claims that the definition of digital literacy is expanding to incorporate new literacy related to networking, collaboration, involvement, and creativity (Argawati & Suryani, 2020). An individual who is proficient in digital literacy can learn attitudes, knowledge, and abilities by engaging in learning activities that are better, simpler, quicker, and more enjoyable (Amanta., 2021). This chance fosters growth for both teachers and students, develops a fresh environment for learning, and promotes more successful social relationships.

The author here focuses more on the practice of English digital literacy for College students in order to study the pedagogical possibilities of digitally mediated classes where students interact through a network of linked social spaces inside and outside the classroom. Long-term English difficulties are common among Universitas Prof Dr Hazairin SH students. The advancement of English language education in this college, where English Speaking proficiency is quite poor in comparison to the maximum credits of English subject, has been hampered by ineffective educational reforms and more traditional teaching methods. In other words, students frequently talk in their native language in English class. But the fact students use mobile internet and social media a lot outside of school gives us a great chance to look into their digital English literacy practices. (Thedpitak & Somphong, 2021). This way can also help students figure out how to use digital media to learn English better, both in and out of class. (Harmoko, 2021).

In light of this, the reason for writing this article was to demonstrate how English digital literacy can help students exercise their language skills both inside and outside of the classroom. The goal of this study was to better understand the language acquisition strategies used by students with strong and weak speaking skills. Students may find better solutions to their speech development problems if they have a better grasp of how languages are learned. The following are the main goals of this study in view of the aforementioned context: How do students talk in class or on social media while employing the proper learning strategies?

This mixed-method research was conducted at Universitas Prof Dr Hazairin SH. Participants in the study were the first year students from different four faculties with either a bad or a great speaking performance. Four different grade levels were represented by the students from Law faculty, Engineering, Economic, and Teacher Training and Education. We chose these classes because they were taught by a single instructor. Included in the study were 16 students, four from each of the four faculties.

Moreover, about eight students were chosen to each criterion (low or high speaking performance). Who made the selection based on the teacher's perception that the selected students had either increased or lost their speaking abilities. It was based on the teacher's observations of student-friendly speech accomplishments during the time spent teaching and learning (Irwansyah, 2019). On the basis of these factors, students were deemed to be

high-performing since they rapidly grasped the material they were currently studying. They then conversed freely. This resulted in a reduction in the number of us, ahs, and phrase repetitions. They spelled correctly and spoke with an appropriate tone. They have strong communication skills, such as clear voice projection, a variety of vocal tones, upright posture, direct eye contact, and expressive body language. Underachievers were unable to express an inflammatory reaction because they had not been given proper language skills. Frequently they would make mistakes in pronunciation, tone, and grammar, all of which would make it difficult for others to understand what they were saying. For students at a lower academic level, these were promising signs of achievement.

In this study, information was mostly gathered through one-on-one interviews and closed-ended questionnaires. In addition, as Rita & Handriyanto (2019) point out, qualitative researchers may provide context for events by analyzing documents or other artifacts. We used high- and low-achieving students' prepared performance data to interview for prior knowledge. All of the data needed to verify the students chosen for this study has been acquired and examined.

There are 50 questions on the questionnaire that were derived from the Strategy Inventory for Language Learning (SILL), version 7.0. (Oxford, 1990) created it to evaluate students' strategies for improving their oral communication skills while they learn a foreign language. The questionnaire was broken down into six parts: (1) increasing recall (memory strategies), (2) using cognitive mechanisms (cognitive approach), (3) making up for loss information (compensation strategies), (4) organizing and assessing learning (metacognitive approach), (5) regulating emotions (effective process), and (6) learning for others (social strategies). The average score on five point scale in SILL, which ranged from "never to "nearly never" to "often or virtually always," reflected the learner's general inclination for employing learning approaches. Estimated values for each part of the SILL simultaneously revealed the learner's preferred strategy group(s).

Both high and low-achieving children were interviewed. This was done in order to validate effective topic learning methodologies. We did a self-observation interview to determine how learners typically respond to everyday language activities when conducting in-depth interviews in Indonesian. The responses to the survey were transcribed and translated into English. Five questions were posed to the students including:

(1)How do you learn proper pronunciation?

(2)How do you work to expand your vocabulary?

(3)How is grammar learned?

(4)Do you engage in daily oral practice?

(5)What resources do you utilize to enhance your speaking?

During the interview, a portable recording device was employed to collect data. The following data processing method was utilized for this experiment. After obtaining information from teachers, we first chose and categorized high- and low-achieving students to organize the topics for this study. The data from the questionnaire and interviews were then compiled and translated into the target language. Lastly, the data were further categorized to identify students who employed particular learning strategies. Fourthly, the data are categorized based on the language learning strategies employed by low- and high-performing students. It was then evaluated utilizing high-performance and low-performance learning approaches, as well as modifications to the language-learning procedures employed by both learners. Fifthly, who narratively delivered the results of the textual analysis, questionnaire, and interview? The sixth and final phase requested students to write a successful completion of this work of the study's findings.

The questionnaire led to the classification of learners into two distinct categories. Learners with limited speech production reported an average of 3.07 cognitive strategies, followed by 3.20 effective strategies, 3.40 memory strategies, and 3.40 metacognitive strategies. They might be considered "sometimes used." Who could interpret the average scores of 3.50 for the social approach and 3.60 for the compensation strategy as being "usually" employed?. On the other hand, the data collected from high-level students revealed that affective strategies received an average score of 3.50, while memory strategies received a score of 4.05, perceptual strategies received a score of 4.06, reward strategies received a score of 4.06, social strategies received a score of 4.10, and metacognitive strategies received a score of 4.30. According to these figures, high-achieving students frequently make use of all of the learning approaches provided on the SILL website. The findings and averages of students who produced speech by making use of techniques for language learning are summarized in the tables that follow.

The following tables describe the findings and averages of students who utilized language learning methodologies to create speech.

Table 1. SILL Impacts on High Proficiency Learners

Part of Learning Strategies	High Proficiency Learner	
	Average	Interpretation
Memory Strategies	*4.05*	Usually used
Cognitive Strategies	4.06	Usually used
compensation Strategies	4.06	Usually used
Metacognitive Strategies	4.30	Usually used
Affective Strategies	3.50	Usually used
Social Strategies	4.10	Usually used

Table 2. Strategy Inventory Language Development Impacts on Low Proficiency Learners

Part of Learning Strategies	Low Proficiency Learner	
	Average	Interpretation
Memory Strategies	*3.40*	Sometime used
Cognitive Strategies	3.07	Sometime used
compensation Strategies	3.60	Usually used
Metacognitive Strategies	3.40	Sometime used
Affective Strategies	3.20	Sometime used
Social Strategies	3.50	Usually used

Data From Interviewers

Regarding enhanced speech, advanced students responded by practicing their accents by repeating and copying the sounds of sentences, listening to both native speakers and music, and viewing English films (Rahman et al., 2021). They said that they had consulted both written and audio dictionaries, such as Google Translate, to determine the pronunciation of a sentence. The majority were immersed in English-language books and sang English-language songs. In addition to sending information, they requested that their professors and peers communicate with them in English. In the meantime, low-level students continued to ask their friends how to appropriately spell words.

A large number of them were reading books written in English and performing songs with lyrics written in that language. In addition to sending

information, they also asked that all future conversations with their instructors and classmates be conducted in English. Even Nevertheless, those kids who were struggling to learn kept asking their classmates for help with spelling. They have practiced saying new words until they are perfect, and others have learned from watching English-language films. They learned the stories by listening to the actors and mimicking their pronunciations. In addition, some students often use dictionaries to learn the correct pronunciation of unfamiliar terms. The English language skills of one's teachers were something that one of his students said he always paid close attention to. Both high-level and low-level students valued using memory to enhance words when it came to enrichment techniques. They initially viewed English-language films with English subtitles. In this way, children encountered new vocabulary, looked it up in the dictionary to determine its meaning in context, and then memorized and practiced the word in issue. They have frequently memorized and rehearsed word lists. Nonetheless, high-achieving students favored using the words they learned in their routine with low-achieving pupils. In addition, high-achieving students said that they memorized concepts through reading web posts and anticipated definitions based on reading. They also responded that they used social media to communicate with friends while exploring and learning new words.

In addition, learners with weak speaking skills said that listening to music and reading the lyrics assisted them in expanding their vocabulary. When reading books, any pupil with a low performance encountered a foreign language. Whenever they found a new word, they would write it down and then look it up in a dictionary. To improve their grammar, high-achieving students adopted a variety of strategies, such as studying tenses and grammatical patterns and the simple sentence building formula. Students listened to classroom lectures, asked and answered questions from classmates, practiced writing and speaking English, and then mirrored their behavior after those of their peers. Some choose to improve their command of English grammar by reading English-language articles or books. Others spent time reading grammar books and other linguistic materials that incorporated grammatical structures, such as dictionaries, and sought guidance from their teachers when they ran into problems. Students then practiced and analyzed sentence creation using the basic formula they developed. As with high-achieving pupils, low-achieving students have

reviewed their school lectures, acquired phrase formulae, and practiced speaking in whole phrases.

Reading texts has also helped students improve their grammar skills. If a friend was having trouble, they would give them advice. Some of the children say that they learned how to make mistakes. Different strategies have been used to help both high-achieving and low-achieving students get used to English and improve their fluency. Students who did well in the class said they spoke with people they didn't know, their classmates, and native speakers. They wanted to use English in their daily lives, so when they first started talking, they did so in English. We saw that some of them studied self-referential language to get better at speaking English. They want to stay in touch with English culture, so they choose to watch, listen to, and read things in English. One strategy was to learn how to speak English in a casual way.

Low-achieving students, on the other hand, appeared to recall sentences and attempt to repeat them on occasion. By repeating these actions, people develop a sense of familiarity and improve their To evoke a more direct understanding of spoken English, students provided comments based on two prior events. One was how they desired to be understood, while the other was their desire to be comprehended. Students with advanced speech seemed to request that their partners use synonyms, speak softly, use simple terms, anticipate context, seek assistance, pause their address to pay more attention to their partners, and analyze their partners' movements and body language when they had trouble understanding what was being said. In order to ensure that their voice was heard, they would use synonyms and even their native language to clarify their ideas accurately. They frequently communicated with their conversation companions by gestures and body language, repeated statements or expressions, and by requesting confirmation of their understanding.

Low-level students, on the other hand, said they used everyday language, switched to their native language, used gestures, whispered, and repeated sentences to make sure their speaking partners understood what they meant. When they didn't understand what their partners were doing, they asked their friends for help and promised to pay more attention to what their partners said, what they did with their lips, and how they moved. Also, they often asked for clarification when they didn't understand what was being said.

This is also the reason why they constantly utilize correct and exact English on social media. Individuals with superior academic achievement likely to have a larger vocabulary than their peers. Students that flourish possess a strong and accurate command of the English language, whereas average students are occasionally unsure of their ability to publish or pronounce English on social media. Tables 3 and 4 illustrate the numerous ways that have been used to build communication skills in students.

Table 3 Effective learning techniques used in the development of speaking skills high Proficiency Student

Low-Performing Students' Learning Techniques
1. Personal accent training
2. Repeating the sounds of words
3. Listening to native speakers of English
4. Listening to English songs
5. Speak with friends who are English native speakers
6. Imitate native speakers" pronunciation
7. Make an effort in pronouncing new English words repeatedly.
8. English reading aloud
9. checking new vocabulary in dictionaries
10. Watch English films
11. Utilizing Google Translate to get the corect English pronunciation
12. Consulting with English speaking peers or groups for guidance
13. Consult with English teachers for guidance
14. Consult a dictionary to ensure proper English pronunciation
15. Using English in daily life
16. Read more English novels
17. Engage in the social media interaction with friends
18. Recall lists of English vocabularies
19. Incorporate new English vocabulary into everyday life
20. Read nonfiction books
21. Make inferences about the meanings of words in English
22. Read English articles
23. Review English lessons regularly
24. Examine the writing and speaking of English speakers and writers

25. Read grammar books in English
26. Memorize tenses in English
27. Read books and figure out the patterns
28. Learn patterns of speech in English from a dictionary
29. Practice making sentences in English
30. Analyzing grammar in articles in English
31. Memorizing the formula for tenses
32. Speaking with friends in English
33. Talk to yourself in English
34. Start conversations in English
35. Feel comfortable speaking in English
36. Go through English notes
37. Use synonyms in English
38. Speak more slowly in English
39. Use simpler words in English
40. Pay more attention to English
41. Try to interpret exact meanings.
42. Use gestures and body language
43. Focus on body language in English
44. Listen to speakers more attentively
45. Make predictions about meanings
46. Ask speakers in English to repeat
47. Explain clearly to speaking partners
48. Repeat words and sentences heard
49. Confirm speaking partners' understanding of English

Table 4

Effective learning techniques used in the development of speaking skills low Proficiency Students

High-Performing Students' Learning Techniques
Learning Strategies Used by Low Speaking Performance Students 1. Consulting with someone you know who can communicate well in English 2. Practice more in pronouncing English words 3. Get a friend to check your pronunciation of English terms 4. Watch English language films. 5. Using a dictionary 6. Pay more attention to teacher's instructions. 7. Use the English language often. 8. Learn new terms by memorizing a list of their definitions. 9. Listen to songs in English 10. Frequently listen to English language audiobooks, lectures, etc. 11. Read English literature English. 12. Review school lessons in English 13. Try to write in English as often as possible throughout the semester 14. Practice arranging words. 15. Create sentences in English 16. Recall the formula for sentences 17. Make errors and learn from them. 18. Attempt to recite a few phrases in English. 19. Engage in conversation with other English speakers 20. Make regular use of repetition in your English vocabulary. 21. Use popular English terms. 22. Use native language in English 23. Repeat words in English 24. Speak slowly in English 25. Use gestures when speaking 26. Ask for clarification in English 27. Use familiar words in English 28. Pay attention to English articulation

According to the interviews in Tables 3 and 4, high-performing students used 49 different speaking methods, but low-performing students used only 29. As a consequence of the questionnaires, we discovered that low-level pupils' learning approaches and social strategies were frequently praised. Memory, emotive, metacognitive, and affective approaches were not used extensively. High-achieving learners, on the other hand, used a more diverse variety of learning practices. To put it another way, these students' used attention, emotional, and reward strategies almost equally. Moreover, other metacognitive, emotional, and social techniques have been used more consistently. In other words, the methods utilized by high-performance speaking students and those by low-level speaking students were not equivalent in terms of studying and practicing. High-achieving students' typical study and speaking-practice habits are shown in Table 1. This shows that engaged language learners have demonstrated greater flexibility in using more effective techniques (Hariati, 2021)

These findings suggest that students who perform best are more responsive to the language demands placed on them, and that they make use of study reasoning and assessment methods to acquire the target language, as well as planning and evaluation strategies to monitor their progress. (Argawati, 2022). These learners have also made significant time investments in physical activity aimed at boosting drive and improving emotional and behavioral regulation.

In order to answer the central question of this study, it can be deduced from the two tables of interview results that students with high achievement are more dominant and confident in their use of English on social media because they know how to pronounce the language correctly. Due to the numerous strategies they employ, they speak excellent and accurate English. Low-achieving students are typically apprehensive and hesitant to use English on social media for fear of their poor pronunciation and grammar.

Conclusion

According to the findings of the research, students who performed well academically utilized a greater variety of learning strategies than students who performed less well. They utilized 49 different methods to help them improve their speaking abilities, whereas the students who did not perform as well only used 29 of these methods. The majority of the time, high-achieving children learned through one of the following methods:

Activities such as reciting music lyrics (cognitive), evaluating English papers (cognitive and metacognitive), remembering teachings (cognitive and metacognitive), and practicing with others (social and metacognitive) are all examples of cognitive and metacognitive activities. Reading English books and novels (cognitive and metacognitive) is another example (compensation). When they used these strategies, they also paid more attention and got more creative, which helped them do better in language activities. They compensate for their poor memory by (1) relying on others, (2) reading a lot, (3) learning grammar (cognitively), and (5) memorizing sentences (linguistically and memory). However, there were a few approaches that fell short of the intended language outcomes. Students who struggled academically tended to learn in less systematic and efficient ways. In other words, it seemed like people used techniques without realizing it. High-performing students use all six strategies (memory, cognitive, reward, metacognitive, emotional, and social) in a more balanced way to improve their speaking skills. These include emotional, social, and metacognitive approaches. They used more than one method in a more balanced way. While high-performing students used memory, cognitive, metacognitive, and emotional techniques to improve their speaking skills, low-performing students used incentives and social therapies. Students who don't do well in public speaking should come up with more ways to learn to speak than just rewards and social strategies. The following are the methods the students used: (1) looking up words in the dictionary (memory), (2) requesting assistance from others

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INFORMATION AND TECHNOLOGY AND CAPABLE STUDENTS

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Information and technology For student

Education is One between a number of aspect important in life human . System good education and practice with Good is key print successor generation smart nation , character , as well quality. With thus, through education more civilization high and advanced can born in the middle society. Along developments , technology instruct various aspect life including field education . Involvement technology information in education presenting change in learning process activities . College tall as center education advanced need provide a learning process that utilizes technology information and communication . Through scheme digitization, the academic community college tall own more Lots source extensive material without limited by partitions formal education. Digitization capable expand accessibility , improve effectiveness and efficiency learning (Kiswanto, 2022) . Information and technology is very important field in the current digital age this . Technology Keep going develop with fast , and be the more integrated in life daily us . Capable student _ understand and use technology with Good own superiority in Lots thing , like in study , career , and life personal .

fast development technology information on various field not regardless from role in create , store , deliver , up to spread information . Use device electronic like televisions , computers , and smartphones too make technology information increasingly needed public wide (Puspitasari, 2021) . Benefit technology information in telecommunications Actually have long felt public , even Keep going experience progress . In the past , you had to write letter moment want to exchange news with relatives or friends who live outside city . Now , implementation technology information make the process

more fast with presenting telephone nor cellphone handheld . So that only needed count second For send message .

In the world of education, technology possible student For access source Power Study from around the world, increasing efficiency learning , and improving involvement student in learning . Proficient student in technology can use digital tools for visualize, analyze , and present data in a way effective , as well using a learning platform distance Far For expand range learning them . But in the world of work, students are proficient in technology , will own superiority competitive in a growing job market competitive . They capable finish task with more effective and efficient, as well can help company adopt technology new and necessary innovations for still competitive in the market.

However, no only proficient in use technology , students should too own understanding about impact related social , ethical , and safety with use technology . They must capable consider implication technology to society and the environment, as well ensure that technology used in a manner ethical and safe . because it , as student , it's important For develop Skills in technology , like programming , web design , and data management . Besides that , students also have to Study about concepts base technology , like security cyber , data privacy , and ethics technology . With strengthen skills and understanding this , student will become more Ready face future challenges and can give meaningful contribution in an increasingly digital world (Pitaloka, 2022) .

Information and technology is very important field in the current digital age this . Ability For understand and operate technology in a manner effective become skills that are highly sought after across a wide range field job . Capable student control technology and information own superiority in compete in the world of work . In life We moment This Lots thing that can done with easy with exists help technology . Development very fast technology Can We take advantage like case For help in the world of education (Aminarti, 2020) . Information and technology is continuous field develop fast and have very important role in life man moment this . Capable student in field This own very big opportunity For develop and succeed in the future . As clan capable intellectual in field information and technology , students can obtain the necessary expertise For develop applications and systems innovative and useful information   for society. Students can too

obtain Skills For manage technology information in something organization or business

If speaking about technology, of course No Can separated from life a day day. During civilization man Still there, technology will Keep going become matter most important in life. The current thing This currently become trand and crowded discussed is technology information and communication which is one matter most important in the century this. No can denied if technology information No Can separated from life human. Start from child small to parents, traders small until businessman big, fine realized nor No Already so depending on technology information (Fitriani, 2014)

Besides That is, a capable student in field information and technology can obtain opportunity promising career in various sector, incl technology, telecommunications, e-commerce, and others. So can you become an entrepreneur and develop business in the field technology. For become capable student in field information and technology, you need Study in a manner persistent and following development latest in field the. you can follow course or training, reading book or article related, or even follow projects development medium technology growing. Ability For communicate and work in the team is also very important in field information and technology, because Lots project in field This need Work cooperation and effective collaboration between experts technology, designers, and users end .

Following is a number of Skills appropriate technology and information owned by students :

1. Use Device Soft : Student must capable use device soft such as Microsoft Office, Google Suite, and Adobe Creative Suite. Skills this is very important For finish tasks academic and on site projects work.
2. Programming : Ability in programming is also highly valued in the world of work moment this . Student must learn Language programming like Python, Java, or C++ for prepare self For career in the field technology .
3. Web Design : Capable student make attractive and functional web design will own superiority in look for jobs in the field design graphics , digital marketing , and web development .
4. Analysis Data : Skills data analysis is very important in Lots field work moment this . Student must can use device soft data analysis such as Excel, R, or SPSS.

5. Skills Communication Digital : Ability For communicate in a manner effective by e-mail, message text , and social media are also very important in the world of work moment this .
6. Creativity and Innovation : Student must own creativity and innovation For develop solution new and ideas that can increase business or organization .
7. Security cyber : Students should too own understanding about cyber security and action prevention For protect data and information sensitive .

According to (Widuri, 2021) Student is the next step of student or people who have predicate highest after student . Student Alone consists from two words namely ' magnificent ' which has definition large and ' students ' who have the definition of a moderate person do learning . So student Alone can defined namely people who are take education wait in a college composed height from school high school, academy and officialdom which has position more tall from previously that is students and have role important in society . Age formerly student often spread as peoples _ student call student normal got when We register or become student in a college high school high , university.

Different with student era generation standing struggle before state officials demand rights and justice . Development leading era technology and create all matter become instant and easy obtained No only impact positive for life . But also add burden and responsibility answer for life public especially student digital era generation . Although the digital age is visible bring Lots matter positive like easy easy access get information from anywhere with fast easy Study from anywhere easy look for information and knowledge but this digital age also brings Lots impact negative must prevented and minimized. Because the digital era is also present together with development involving era Lots aspect like social, political, economic, and cultural .

Information and technology own very important role in life man moment this . Technology and information influence almost every aspect life human, start from business, education, health, entertainment, to communication. Student own great potential in develop technology and information. They capable become developer applications, programmers, researchers, and innovators in the field technology and information. Besides that, students also have chance For learn and develop skill they through various study programs like technique informatics, science computers,

technology information, and fields related other. As capable students, important for Keep going develop skills and knowledge in the field technology and information. this can done with follow development latest in industry technology and information, follow training or course, and participate in projects technology and information on campus or outside campus.

Students can too develop interpersonal skills eg ability communication and collaboration, which will help they in Work in team and develop solution more technology ok. Besides that, students also can utilise network contact they with professors, lecturers, and others in the industry technology and information For expand knowledge and opportunity future work. Students who are capable in the field of IT have Lots opportunity promising career. They can work at the company technology, company start - ups, IT consultants, or even start business alone. A number of skill key needed by students who want career in the IT field, among others:

1. Programming : Ability For control Language programming like Python, Java, or JavaScript really important For build effective applications and systems .
2. Analysis Data : Ability For analyze data and retrieve conclusion from results can help company For make more decisions good
3. Intelligence Made : Master student _ intelligence artificial intelligence (AI) and machine learning can help company For obtain outlook of data and create accurate predictions .
4. Security Information : Students who have knowledge in security information can help company protect their data from threat security and attacks cyber .
5. UI/ UX Design : Students who have ability in design interface user (UI) and experience user (UX) can help company For make more product intuitive and easy used .
6. Development mobile application : Student master development mobile application can help company For create suitable application with need consumer

Capable student control technology information

Capable student control technology information own profit great in today's digital age this. Ability strong technical and analytical can make they skilled in various aspect technology information, like programming, design, development applications, database management, and security cyber . Following a number of advantages possessed by students who are able control technology information :

1. Opportunity broad career : Capable student control technology information own opportunity a very broad career, because almost all company need power expert in the field this. Good in sector private nor public, students who master technology information can work in various field, incl banking , healthcare, government, and more again.

2. Good salary : Capable student control technology information too expect good salary because skill they are highly sought after and rare. Wages master student _ technology information too increase along with more experience and knowledge many .

3. Ability For Work in a manner flexible : Mostly jobs in the field technology information can done from distance Far or in a manner flexible this possible student For Work from anywhere, during own sufficient internet access.

4. Help increase productivity : Ability master student technology information can help increase productivity in many field . For example , they can help develop device soft or application that can speed up business processes or optimizing system.

5. Contributing to innovation : A capable student control technology information too contribute to innovation in field technology and help develop solution For complex problem .

Capable student Mastering IT is also a must own Skills social like ability For communicate with fine, work in team, and solve problem . With control skills that, student can become qualified professionals in the field technology information and help company reach objective the business .

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IMPACT OF INNOVATION, INFORMATION TECHNOLOGY AND ENTREPRENEURSHIP ORIENTATION ON STUDENTS (CASE STUDY OF FEB UNIHAZ STUDENTS)

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Introduction

1.1. Background

Increasing business productivity in the National Long-Term Development (PJPN 2005-2025) requires business empowerment aimed at developing science and technology-based businesses that are globally competitive. The small business empowerment strategy aims to develop technological innovation and capabilities that enable students to play a major role in economic growth. In the entrepreneurship development program organized by Ristek Dikti, student entrepreneurship development can only create 1.5% of 826 students, so it is necessary to understand entrepreneurial orientation, digital innovations by utilizing information technology.

The development of information technology is currently very rapid, so this phenomenon is known as the Industrial Revolution 4.0. The influence of the development of information technology in the economic field can be seen in the development of industries that use information technology. Information technology has brought various comforts and conveniences for the continuity of business transactions, which itself plays an important role in daily economic movements. We can see this using the internet as a marketing tool that can be used optimally. One type of marketing via the internet that is starting to develop is online business or e-commerce.

Entrepreneurial orientation is a condition where individuals tend to innovate, be proactive, and willing to take risks to start or manage a

business (Knight, 2000). Entrepreneurial orientation has three dimensions, namely first there is innovation, innovation is an influential basis for helping a company to create a competitive advantage and then ultimately improving company performance (Dess & Picken, 2000). The second dimension is a proactive attitude, a proactive attitude is a forward-looking characteristic that has a future goal of seeking opportunities that exist in anticipation of future demands (Dess & Lumpkin, 2005). And the third dimension is risk taking in this dimension risk taking can be said to be a company's willingness to determine and act without clear knowledge of the possibility of earning income and presumably to speculate in a personal, financial and business risk (Dess & Lumpkin, 2005). In addition to the nature of their entrepreneurial orientation, entrepreneurs need to develop creativity that will give birth to new innovations that will add value to the products offered so that they have the advantage of competing with large industrial products.

Innovation reflects the tendency of an entrepreneur to come up with and realize new ideas, try new ways that are different from those that existed before and enthusiasm to adopt new ideas or new methods for their business, then implement these innovations in their business operations (Lumpkin & Dess, 2001). Innovation is an attempt to make deliberate changes in the work of an organization regarding new ideas, processes, products or procedures in the work. Organizations design to create something that is profitable for the company in that organization (Djodjobo & Tawas, 2014). Innovation is realized in the form of a non-linear process consisting of two main components including the implementation of creativity and implementation of innovation. In the business world, innovation is divided into two types that create profits for the business world in different ways, namely product innovation and process innovation (Djodjobo & Tawas, 2014). Along with the development of information technology, the innovations needed in doing business online are digital innovations such as selling digital-based products and developing websites and mobile applications.

Based on the description above, this study aims to determine the impact of innovation, information technology and entrepreneurial orientation on students. The case studies in this research are focused on students of the Faculty of Economics and Business (FEB) at Prof. Dr. Hazairin, SH (UNIHAZ) so as to provide an overview of how these

factors can affect the success and success of students in their future careers.

1.2. Research methods

The method used in this study is a survey. The survey was conducted through an online questionnaire which was distributed to FEB UNIHAZ students. The questionnaire consists of questions about innovation, information technology, entrepreneurial orientation, and factors that influence students in adopting innovation, information technology, and entrepreneurial orientation. Respondents were randomly selected from the FEB UNIHAZ student population enrolled in the 2021/2022 academic year. The data obtained were analyzed using descriptive statistics and multiple regression analysis

Discussion
1.3. Theoritical review

Innovation is an attempt to make deliberate changes in one's work organization regarding ideas, processes, products or procedures that are new to the job. Organization designing to create something profitable for the company in the organization (Djodjobo & Tawas, 2014). Innovation is realized in the form of a non-linear process consisting of two main components including the implementation of creativity and implementation of innovation. In the business world, innovation is divided into two types that create profits for the business world in different ways, namely product innovation and process innovation (Djodjobo & Tawas, 2014). Product innovation is the development of new and different types of goods and services in complementing the deficiencies of previous inventions, as well as placing more emphasis on quality. Product innovation is the impact of rapid technological changes so as to determine organizational performance. High innovation is expected to increase the company's ability to create quality products and have competitiveness. Sanchez-Gutierrez et al. (2012) in measuring product innovation using the following indicators: (1) Creating an attractive design. Interestingly, a product design can increase consumer buying interest, increase product performance, and create a high advantage in the consumer market. (2) Quality standards. Quality standards are required by a product to provide added value, so that high

quality products are produced. (3) Quality development. Kotler and Lane (2016) explain product innovation consists of several indicators, including: (1) Product Quality, (2) Product Variants and (3) Product Style and Design. and create a high advantage in the consumer market. (2) Quality standards. Quality standards are required by a product to provide added value, so that high quality products are produced. (3) Quality development. Kotler and Lane (2016) explain product innovation consists of several indicators, including: (1) Product Quality, (2) Product Variants and (3) Product Style and Design. and create a high advantage in the consumer market. (2) Quality standards. Quality standards are required by a product to provide added value, so that high quality products are produced. (3) Quality development. Kotler and Lane (2016) explain product innovation consists of several indicators, including: (1) Product Quality, (2) Product Variants and (3) Product Style and Design.

Information technology (IT) (Alhaji, 2015) suggests that a set of tools helps to work through information and perform tasks related to information processing. IT provides information needed by businesses to increase knowledge, facilitates student business groups to develop creativity; as well as providing a place for tenants to turn creative ideas into innovative products that have selling points. Fatoki (2014) said that the use of IT provides a positive value for management strategies related to aspects of communication, information, decision making, data management and knowledge management in a business entity. Information Technology Indicators According to Sutarman (2009:14) are as follows:

Zhou's entrepreneurial orientation, et al. (2005) defines it as emphasizing the spirit of creating business innovation as a refreshment from the business congestion that often accompanies the initial steps of innovation. Meanwhile, according to Avlonitis and Salavou (2007) entrepreneurial orientation is an organizational phenomenon that reflects their managerial abilities, as companies start to take initiatives and change their competitive actions so that they can benefit the business they are in. According to Frishammar and Horte (2007:68), indicators of entrepreneurial orientation consist of (1) innovation, (2) risk taking, and (3) proactivity.

1.4. Results

Based on research conducted on FEB UNIHAZ students as many as 97 respondents. By using multiple linear regression tests the impact of innovation, information technology and entrepreneurial orientation on FEB UNIHAZ students can be seen in the following table:

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	std. Error	Betas	t	Sig.
1	(Constant)	4,475	2,426		1,845	0.068
	INNOVATION	0.465	0.098	0.414	4,738	0.000
	INFORMATION TECHNOLOGY	0.307	0.084	0.319	3,647	0.000

a. Dependent Variable: ENTREPRENEURSHIP_ORIENTATION

The results showed that FEB UNIHAZ students had a fairly high level of innovation, with an average score of 3.13 on a scale of 1-5. In addition, FEB UNIHAZ students also have a fairly high level of information technology usage, with an average score of 3.15 on a scale of 1-5. The entrepreneurial orientation of FEB UNIHAZ students is also quite high, with an average score of 3.06 on a scale of 1-5. Multiple regression analysis shows that innovation and the use of information technology have a significant positive impact on the entrepreneurial orientation of FEB UNIHAZ students. Innovation can enrich students' knowledge and skills, and broaden their horizons about market potential and business opportunities. Students who have the ability to create or adopt innovations can become successful entrepreneurs.

Information technology plays an important role in facilitating access to information and opening opportunities to communicate and collaborate with people from various backgrounds. Students who are able to utilize information technology effectively can accelerate learning and gain valuable experience.

Entrepreneurial orientation can help students develop the attitude of independence, creativity, and the spirit of innovation needed to start and

develop a business. Students with an entrepreneurial orientation can take advantage of the opportunities that exist in the market and become successful entrepreneurs.

Thus these results indicate that innovation, use of information technology, and entrepreneurial orientation have a significant impact on FEB UNIHAZ students. Students who have the ability to innovate and are able to utilize information technology can develop new ideas and gain a competitive advantage in the job market. In addition, students who have a high entrepreneurial orientation have the potential to become successful entrepreneurs in the future.

Conclusion

Based on the results of the research and analysis conducted, it can be concluded that innovation, information technology, and entrepreneurial orientation have a significant impact on FEB UNIHAZ students. Students who have the ability to innovate and are able to utilize information technology can develop new ideas and gain a competitive advantage in the job market. In addition, students who have a high entrepreneurial orientation have the potential to become successful entrepreneurs in the future.

Therefore, universities must continue to develop programs and activities that can improve innovation capabilities, use of information technology, and student entrepreneurial orientation. Thus, students will have the skills and knowledge needed to compete in an increasingly competitive job market and prepare themselves to become successful entrepreneurs in the future. This research can be used as a reference for universities and other educational institutions in developing programs and activities that can improve students' innovative abilities, use of information technology, and entrepreneurial orientation.

SUGGESTION

Based on the results of research on FEB UNIHAZ students, there are several suggestions for increasing the positive impact of innovation, information technology, and entrepreneurial orientation on students, namely:

1. Improving information technology access and facilities on campus to facilitate more effective and efficient learning.
2. Provide training and development of entrepreneurial skills to help students build independence and creativity in facing business challenges.

3. Develop innovation and entrepreneurship programs that are integrated with the curriculum so that students can develop innovative projects and gain practical experience in the field of entrepreneurship.
4. Expanding the alumni network who are active in the fields of business and entrepreneurship to provide inspiration and mentoring for students who are interested in starting a business.
5. Providing access to information and support for students who wish to start a business, including information on financing and business regulations.
   By implementing these suggestions, it is expected to increase the positive impact of innovation, information technology, and entrepreneurial orientation on students and prepare them for success in the world of work and entrepreneurship in the future.

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THE EXISTENCE OF COUNSELING GUIDANCE IN FORMING CHARACTER EDUCATION

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Introduction

The current condition of education with the development of various curricula to support the progress of the world of education pays less attention to the process of character formation and more to academic values which according toMouth, (2015) Character is a very important foundation and needs to be taught to children from an early age. This is due to the criteria in education that are not associated with the nobility values of character and character of students, but the tendency of a society that is rational-capitalism after students complete the educational process can immediately get a job according to competence in the field of science with appropriate technology. generally returned to market needs (demand) in the world of work. So cooperation is needed in forming or instilling character education for students/students, one of which is increasing the existence of guidance and counseling services in schools.

Guidance and counseling is part of education considering that counseling is an activity of assistance and guidance given to individuals in general and students in particular in schools in order to improve quality. This is very important because the formulation of education is a conscious effort that aims to develop personality potentials, talents, interests and other abilities. In line with the opinion aboveGuidance and Counseling services are systematic, objective, logical and continuous and programmed efforts carried out by counselors or Guidance and Counseling teachers to facilitate the

development of students/counselees to achieve independence, in the form of the ability to understand, accept, direct, make decisions, and realize themselves responsibly so as to achieve happiness and prosperity in their lives. (Minister of Education and Culture Number 111 of 2014)

Guidance and counseling services that are carried out comprehensively and on an individual development basis can train the character of students as human beings who develop in a comprehensive, harmonious and complete manner in harmony, balance in all fields of development that can play an effective and efficient role as innovative actors in the development of life, based on norms that apply in the daily life of individuals. Therefore guidance and counseling teachers or counselors in providing guidance and counseling services must view humans as individuals and individuals who are developing in a complex and unique manner towards optimal development and independence in life. (Wibowo, 2015).

Guidance and counseling has a very strategic role in efforts to build student character by helping students meet their intellectual, emotional, social-personal needs in order to actualize developmental tasks which include personal-social, academic/educational, and career in accordance with the demands of the environment. In accordance with the general objectives of guidance and counseling services are basically in line with the objectives of education itself because guidance and counseling is an integral part of the education system in law number 2 of 1989(in Salahudin, 2010).The national education system is called that the goal of education is the realization of Indonesian people who are actually intelligent, have faith and fear the one and only God, have noble character, have knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of social and national responsibility.

Based on the description above, guidance and counseling as part of education has a role in shaping character education so that with this discussion it is to find out how the existence or role of guidance and counseling is in shaping character education for students at school.

Discussion

Character education as a pedagogic emphasizes human growth, namely the development of the abilities of human nature which are certainly possessed by every individual. Developing natural abilities, a person cannot ignore his negative relationship with the social environment and is guided by good character values in the relationship between individuals and society. Strategies in character education can be carried out through attitudes such as: (a) exemplary, (b) instilling discipline, (c) habituation, (d) creating a conducive atmosphere, and (e) integration and internalization (Hidayatullah, 2010).

According to Chang (in Tutuk, 2015) there are three reasons why schools fail to instill moral values in the world of formal education in general, which are still in the form of a set of theories that are still raw, regardless of the reality of society. It is not enough to examine the reasons for the disconnection between the introduction of moral values and the practice of social moral life. Second, schools as formal educational institutions that prepare students to act and change in accordance with moral values still do not have a close network of cooperation with the students' families of origin, governmental, non-governmental, and non-governmental organizations. Third, there is a split in views between those who support and those who reject moral messages in everyday social life.

Character education (Zulaikah, 2019) is an education system whose goal is to instill certain character values in students who have the competence of awareness or action to implement character then become an effective tool for promoting democratic coexistence (Lickona, 1992). Democracy is a reflection of the quality of human character that grows in each individual in the context of collective life. In a democratic society, everyone has a moral obligation to live together such as respecting their own rights and the rights of others, following norms and rules, participating in togetherness, caring for the benefit of living together and so on. These character values can be realized in every person from an early age as the basis of social life.

Education basically has two goals, namely helping people to become smart and intelligent, and helping them to become good human beings. Being a good, intelligent and smart human being may be easy to do, but making

humans become good and wise people seems much more difficult, even very difficult. difficult. (Sudrajat, 2011). This condition cannot be carried out properly without the cooperation of all parties, including guidance and counseling in realizing the character of students so that synergy and support is needed in the implementation of guidance and counseling services.

Student character can be developed through guidance and counseling services. Guidance and counseling has a very strategic role in efforts to shape the character of students by assisting students in meeting intellectual, emotional, social-personal needs so that they can actualize developmental tasks which include personal-social, learning, and career aspects according to with environmental demands.

In the aspect of personal-social development, guidance and counseling services help students to: (a) have self-understanding; (b) developing positive attitudes towards oneself and others; (c) make healthy activity choices; (d) able to respect other people; (e) have a sense of responsibility; (f) develop skills in interpersonal relations; (g) have the skills to solve simple problems they face in everyday life; (h) can make good decisions. In the aspect of learning development, guidance and counseling services help students to be able to: (a) develop good attitudes, habits, and ways of learning; (b) practice setting goals (aspirations) and educational plans (continuing); (c) achieving optimal learning achievements according to their talents and abilities; (d) have the skills to face tests or exams.

In the aspect of career development, guidance and counseling services help students to be able to: (a) recognize the types and characteristics of various types of work; (b) develop awareness and appreciation of various types of work in society; (c) explore the direction of work; (d) develop aspirations for various job options and learn to plan for the future; (e) adjusting the development of abilities, skills and interests with the trend towards the choice of job aspirations(Wibowo, 2015).

Therefore the counselor designs a program of activities to actively participate in the development and growth of character in students. These activities can be carried out independently as part of a guidance and counseling program, and also together with other educators (teachers in the

field of study, for example) as part of a school program which is carried out in synergy from several parties.

In connection with this form of activity, the services provided by school counselors can be preventive, curative, and preseverative or*developmental* in order to carry out the function of education in developing student character. Preventive services mean that the activities carried out by the school counselor intend to prevent student behavior from being contrary to the expected character. Curative services mean that counselor services are aimed at treating/improving the behavior of students who have already violated the expected character. While preventive/developmental activities mean the services provided by school counselors intend to maintain and at the same time develop appropriate student behavior so that they are well maintained, do not violate norms, and also develop so that their character development will be even better. (Sugiyatno, 2013).

Several points that explain the relationship between guidance and counseling and character education (Santika & Salehudin, 2021) namely: (a) guidance and counseling is an integral part of the national education system, therefore guidance and counseling is part of the implementation of character education. (b) the guidance and counseling program aims to develop opportunities for independence in students to maintain the character needed now and in the future, (c) guidance and counseling is a valuable job that fully understands human nature.

Guidance and Counseling with program components, in the form of: basic services, responsive services, individual planning services and system support are planned to emphasize the 10 character rules expected by religious norms, customary norms, community norms and state norms. The existence of professional development, consultation with experts and good management is needed to strengthen and build character for students, so that the goals of character-based education are met.

In accordance with the purpose of guidance, namely that students are able to understand themselves and their environment, be able to direct themselves, adapt and develop their potential, be able to plan for the future so as to achieve the benefit and welfare of life(Council, 2019).

Based on this, the existence of counselors optimizes their role in providing guidance and counseling services to facilitate the development of children or students in all aspects of their development without any discrimination by involving all existing elements, both elements in schools, within the family, and elements in society.

Success in organizing and instilling the values of life through character education can also be influenced by the way or approach in conveying it. According to Suparno (2004), there are four models of character delivery approaches, namely: 1. The model as a separate subject 2. The model is integrated in all fields of study 3. The model outside of teaching 4. The combined model.

Seeing the model of implementing character education above, Guidance and Counseling is more suitable to use the fourth model, namely the combined model, where this model combines models integrated with subjects in schools and models outside the lesson carefully. This model can be implemented in collaboration with parties outside the school. The advantage of this model is that teachers are involved, besides that teachers can learn from outsiders to develop themselves and students. Students receive information about values as well as being strengthened by experience through well-planned activities.

This combined model is in accordance with the principles of Guidance and Counseling which is an integral part of education; guidance for all students and the academic community; guidance is oriented towards developing student potential (physical, psychological, social, moral, spiritual of students; guidance is a joint effort with school principals, student guardians, subject teachers and parents; and guidance can take place in various settings (schools, families, industry and public).

Conclusion

The existence of guidance and counseling in forming character education for students is realized in the form of providing guidance and counseling services by counselors to students by developing guidance and counseling services in the personal, social, learning and career fields that are preventive, curative and preventive. Guidance and counseling has a very

strategic role in efforts to shape the character of students by assisting students in meeting intellectual, emotional, social-personal needs so that they can actualize developmental tasks by involving all existing parties both at school, in the family, as well as in society. in realizing students with character.

Guidance and counseling as an integral part of the education unit play a role in the orientation of guidance services to promote character building, namely having morals in students. In accordance with the objectives of guidance, namely to be able to understand themselves and their environment, to be able to direct themselves, to adapt and to develop their potential, to be able to plan for the future so as to achieve the benefit and welfare of life and to create a healthy life.(effective everyday life)and independent.

The combined model combines the integrated model with subjects in school and models outside the lesson carefully. This model can be implemented in collaboration with parties outside the school. The advantage of this model is that teachers are involved, besides that teachers can learn from outsiders to develop themselves and students. Students obtain information about values as well as strengthened by experience through well-planned activities.

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The Ombudsman of The Republic of Chapter of Bengkulu Province In Enhancing Community Participation

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Abstract

In the stages of development activities, public participation is absolutely necessary in order to improve the performance of programs and/or development projects. In the context of the functions, duties and authority of the Ombudsman RI Representative of Bengkulu province, public participation is one of the elements that will support the improvement of the performance of the Ombudsman of the Republic of Indonesia of Bengkulu province as Representative institutions the watchdog organization of the public service. Among others against the settlement receptivity and pegaduan tasks report.

The Organization of the public participation made during this involves various elements of the community members, among others, of the students, lessons, academics, journalists, activist non-governmental organizations, community and profession, social activist a little or a lot have an understanding and knowledge of the functions and duties of the Ombudsman of the Republic of Indonesia of Bengkulu Province Representative

The purpose of organizing public participation, among others, to get the support of the community; pressing the (potential) conflict; and the public can meet his needs on its own, thereby reducing the burden of the Government. As for the implementation of the activities carried out by the Ombudsman of the Republic of Indonesia of Bengkulu province was Representative (i) Seminars or public discussion or public lectures about the Ombudsman of the Republic of Indonesia of Bengkulu province and Representative public service. (ii) training on the public service. (iii) the Apprenticeship of Sanak Ombudsman.

To optimize the participation of society in the oversight of the public service as a whole, the Ombudsman RI Representative of Bengkulu province could reach out to the rest of the County and town in the province of Bengkulu to society, be it civil apparatus State or Government institutions. In order to make the community more about what it is and find out how the Ombudsman procedure report on the maladministration and the public know where they will be pitted if find such things in order for the public service in the province of Bengkulu better future.

Background

The Constitution of the Republic of Indonesia Year 1945 confirms the guarantees over justice and the legal certainty for all citizens as intended in article 28 h subsection (2) and section 28D subsection (1). 1945 constitution also guarantees the right of every person to advance himself in the fight for the right collectively to build community, the nation and the State as referred to in article 28C paragraph (2).

Service to the community and law enforcement are carried out in the framework of the Organization of the State and governance is a part that is inseparable from the efforts to improve the welfare and justice and legal certainty for the the whole citizens. Therefore, it is necessary supervision towards the Organization of the public service by the organizers of the State and Government. This is the application of the principle of democracy that needs to be developed to prevent and eliminate the misuse of authority by public service providers apparatus.

Ombudsman of the Republic of Indonesia (called the Ombudsman RI) present in order to conduct surveillance against the Organization of the public service. Based on the provisions of article 1 point 1 Act No. 37 Year 2008 about the Ombudsman of the Republic of Indonesia, supervision is exercised against the public service commissioned by the organizers of the State and the Government, said that organized by the State-owned enterprise, region, and State-owned legal entity as well as private bodies or individuals who are given the task of organizing the public service, that some or all of their funds from the budget income and expenditures of the State and/or budget revenues and shopping area.

The purpose of the Ombudsman is to realize the State of RI law that a democratic, just, and prosperous; encourage the 56th State and Government efektik and efficient, honest, open, clean, and free from corruption, collusion, and nepotism; improve the quality of service in all areas of the country so that every citizen of the real field so that every citizen and the occupation of Justice, security, and prosperity are the better; help create and enhance efforts to eradication and prevention practices of maladminsitration, collusion, corruption, and nepotism; and enhance the culture of national law, the legal consciousness of the public, and the rule of law are the core of truth and justice.[1]

The function of the Ombudsman RI as a watchdog organization of the public service defined back in Act No. 2009 25 years Of public service. Article 35 paragraph (1) of Act No. 25-year 2009 stated that the supervision of the Organization of the public service is carried out by internal and external supervisory watchdogs. Further, article 35 paragraph (2) makes it clear that the definition of the internal organization of the supervision of the public service is carried out through:

a. Supervision by the immediate supervisor in accordance with the regulations; and
b. Oversight by the supervisor in accordance with functional laws invitations.

   Whereas the definition of the external supervision of the Organization of the public service is set out in paragraph 35 (3) Act No. 25 of the year 2009 is done through:

   a. Supervision by the public in the form of reports or public complaints in the public service;
   b. Oversight by Ombudsman RI in accordance with laws and regulations;
   c. Oversight by the House of representatives Derah district/city.

Based on these provisions, the public also serves to conduct surveillance against the Organization of the public service. In this case, the supervision by the public is done by delivering a report or complaint.[2]

The role of the community in the supervision of the Organization of the public service is certainly different from the role of the Ombudsman of RI.

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[1] Article 4 of Act No. 37 Year 2008 about the Ombudsman of the Republic of Indonesia
[2] Article 1 Act 4 No. 37 Year 2008 about the Ombudsman of the Republic of Indonesia

The role of the Ombudsman of Indonesia as reflected in article 7 Act No. 37 Year 2008 gave the task to the Ombudsman RI to receive reports of alleged maladministration in implementing public service; evaluating the substance of statements; follow up report is included in the scope of the authority of the Ombudsman in RI; initiate an investigation on the initiative of its own against the alleged maladministration in implementing public service; performs coordination and cooperation with State institutions or other government agencies as well as civic and individual institutions; building a network of employment; do maladministrasi prevention efforts in organizing the public service; and do other duties provided by law.

Different roles between society and the Ombudsman of the RI is not contradictory, but rather complementary to each other in the framework of external scrutiny against the Organization of the public service. Community participation is one of the elements which can support the terlasanakannya fungi, duties and authority of the Ombudsman as an institution Trustees the Providence RI public. The existence of a complaint submitted by members of the public to the Ombudsman regarding RI maladministrasi in public services is a form of public participation is the basis for the Ombudsman RI to run tasks and those powers. Without the participation of the community against the Ombudsman functions RI, it is certain that the pegawasan against the Organization of the public service will not be optimally, given the limitations of the Ombudsman RI to obtain information about the existence of a maladministrasi experienced 230 million residents of Indonesia.

Review Of The Literature

A.   The Public Service

The public service Act No. 2009 25 years of public service public service defines as follows: public service is an activity or series of activities in the framework of the fulfilment of the needs of the service in accordance with the legislation for each citizen and resident of goods, services, and/or administrative services provided by the organizer of the public service.

According to b. Libois, said that public services are all activities that must be guaranteed, organized and supervised by the Government, because it is necessary for the realization and development of social dependency, and in fact, its realization It is difficult to be implemented without the intervention

of government power.[3] In the definition of it, contained the idea want to enhance social solidarity, fight against the irrational egoism to guarantee the fulfilment of social needs in the framework of the collective achievement of the objectives. There are three traits that mark public service: (i) there is a qualitative difference between activities that are recognized as public services and activities and upcoming activities of the initiative and personal or private purposes; (ii) the difference in public services this means more important compared to other similar activities, then arranged special; (iii) the public service has a public legitimacy inherent in the power of the State.[4]

Citizens expect public service can serve with honesty and management resources appropriately, and be accountable to the public. Public service in a fair and accountable can generate public confidence. Public service ethics is needed as the pillars and public confidence as the basis for the realization of a good government.

B. The Role Of Community In The Public Service In Accordance With Act No. 2009 25 Years Of Public Service

As the embodiment of a synergistic relationship in the implementation of a system of good governance, i.e. the relationship of the three actors as in the concept of Good Governance, i.e., the State, society, and the private, The Goverment strives to involve the participation of the community in any policy formulation. So also in the public service. The role of the community in the public service has been regulated in article 39 of law No. 25 of the year 2009 that reads as follows:

1) The role of the community in implementing public service started drafting service standard up to evaluation and award.
2) The role of the community as referred to in subsection (1) is manifested in the form of cooperation, the fulfillment of the rights and obligations of the community, as well as its active role in policy formulation of public service.
3) The public can form a supervisory institution of the public service.
4) Procedures for including this sort of society in public service is regulated further in government regulations.

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[3] B.Libois, 2002:139
[4] Haryatmoko, *Etika Publik,* 2013, Hal 13.

From the above statement, indicating the seriousness of the Government's involvement in the community to make policy. As mentioned in paragraph 1 above, points out that starting from formulation up to evaluation in terms of the public service must involve the community. However, in practice the Government has yet to fully implement the mandate of the legislation.

In terms of the role of the community as well as this, other than provided for in the legislation is also reinforced in the Government Regulation No. 96 Year 2012 Of Law No. 2009 25 years Of public service. In the regulations the Government has arranged starting from article 40 to article 47 which reads as follows:

Pasal 40

The Organizer is obligated to include the community in the public service in an effort to build a system of organizing the public service in a fair, transparent, and accountable.

Pasal 41

Including this sort of society in public service as stipulated in article 40 covers the entire process of organizing public services that include:

   a. policy formulation of public service;
   b. preparation of standard service;
   c. supervision and evaluation in the Organization of the public service; and
   d. the grant awards.

Pasal 42

(1) Including this sort of society in public service as referred to in article 41 are delivered in the form of feedback, responses, reports, and/or complaint to the organizer and the organizer of the direct supervisor as well as related parties in accordance with the provisions of legislation or through the mass media.

(2) The Organizer is obliged to provide information to the public regarding the follow-up to the resolution of the input, responses, reports, and/or a complaint as referred to in paragraph (1).

Pasal 43

Including this sort of society in the monitoring and evaluation of the Organization of the public service, as stipulated in article 41 the letter c is manifested in the form of:

   a. Supervision and evaluation of the implementation of the standard service;

b. supervision of the application of the policy against; and

c. surveillance against the imposition of sanctions.

Pasal 44

Including this sort of society in the awarding of the prize as stipulated in article 41 d realized in the form of monitoring, evaluation, and assessment of performance Organizers.

Pasal 45

Including this sort of society in public service as referred to in article 41 refers to the principle as follows:

a. directly related to the user community services;

b. has competence according to the type of service in question, and;

c. set out the deliberations, consensus, and the diversity of the community.

Pasal 46

Including this sort of society in public service as referred to in article 41 can be done individually, a representative user group services, representatives of the Group of observers as well as representatives of the legal entities that have concern for public service.

Pasal 47

Community based organizations can be credited to the organizers or Implementers that have good service performance fit the capabilities or competencies.

The existence of the above government regulations, it is mandatory that the Government include snacks that assert the community in the public service. It can be seen from article 39 of law No. 25 of the year 2009 which States that the procedures for including this sort of society in public services will be set forth in a government regulation. And Government Regulation No. 96 the year 2012 is a continuation that proves that the community be included in mandatory public service.

Discussion and Analysis

On the supervisory system of the Ombudsman, participation is a crucial precondition and become mainstream. To achieve the goal (embodying good governance) Ombudsman in Indonesia is in charge, among others, seeking participation of society by creating conditions conducive to the realization of simple, clean bureaucracy, good public services, the

Organization of an efficient and professional judiciary including the judicial process which is independent and fair so that it can be guaranteed there will be no partiality.[5] The supervision of the Ombudsman is a representation of the supervision carried out by the community or civil society groups. The workings of the Ombudsman is also similar to the workings of the civil society, free of charge, and many other conveniences. In addition to the very determined by the political will of the State organizers and political support in Parliament, the effectiveness of the Ombudsman's work is also largely determined by how far the community has an understanding of the Ombudsman. Awareness of the need for voicing practices and irregularities of courage society reported irregularities committed by the organizer of the State that provide public servants.[6]

Participation and the role of society in the oversight of the public service is required in the form of, among others, find, obtain, and provide data or information concerning the public service, and the right to convey advice and opinions are responsible of public services that are less satisfactory. The intention of the community roles and participation in order to realize the rights and responsibilities of the community in the public service. In addition, it is expected that more roles and also excites the community to exercise social control against the Ministry of public.

Public complaints can serve as indicators in the assessment of the quality of public services. The more complaints the better it will be, because it shows the existence of public participation in the public service. The participation of the community in the form of public complaints to the development of public services is essential for the implementation of government programs, ranging from planning, implementation, and evaluation and award.

In this regard, the Organization of the public participation by the Ombudsman Representative of Bengkulu province of Indonesia will be directed to build the quality of incoming complaints every complaint to Ombudsman RI Representative of Bengkulu province does not end with closed or rejected because it did not meet the requirements set out in the legislation. This is in line with the goals of public participation itself, i.e. so that the development program had the support of the community and the

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[5] Ibid
[6] Ibid

public can meet his needs on its own, thereby reducing the burden of the Government.

The workings of the Ombudsman include how and in what ways the Ombudsman receives report of community, the process of research administration, the process of preparing resumes, preparing the request for clarification until discharge recommendation the Ombudsman. Based on public complaints that the Ombudsman received the Republic of Indonesia (ORI) until the eve of the september 2018 reach 9,873 public complaints, the Ombudsman of the Republic of Indonesia, especially in the Representation of Bengkulu province there are 769 complaints reports community which is dominated by Government-related complaints. Although it has shown an increase from this year, but it was not yet able to represent society's satisfaction over the level of public services. But keep in mind that the fact that the community is still reluctant to conduct the complaint dissatisfaction against the public services they have received. Whereas public complaints is very important and is needed by the Government in improving the quality of public services in order to better.

Based on the public participation activities have been held, then members of the community who are involved in community participation activities organized by the Ombudsman RI the Representatives province of Bengkulu are expected to Act as follows:

In the complaint the public service:
1. Open knowledge society about Ombudsman RI Representative of Bengkulu province;
2. Provides information about the public service and the indication of maladministration;
3. Refer to the Ombudsman of RI Representatives of Bengkulu province by providing information in regard to any members of the public who wish to convey complaints;
4. Convey information to convey the complaint to the Ombudsman Representative of Bengkulu province of Indonesia.[7]
   In the completion report:
   1. Open community-based complaint unit or become a reference for other community members who submit a report or complaint;

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[7] Keputusan Ketua Ombudsman Republik Indonesia No 45 Tahun 2017 Tentang Pedoman Penyelenggaraan Partisipasi Masyarakat Di Lingkungan Ombudsman Republik Indonesia

2. Do mentoring to the rapporteur the rapporteur in terms of conveying complaints to organizers of public service;
3. Do mentoring to reporters who convey the complaint to the Ombudsman RI Representative of Bengkulu province after a variety of other efforts have not provided justice for reporters.[8]

To optimize the participation of society in the oversight of the public service as a whole, the Ombudsman RI Representative of Bengkulu province could reach out to the rest of the County and town in the province of Bengkulu to society, be it civil apparatus State or Government institutions. In order to make the community more about what it is and find out how the Ombudsman procedure report on the maladministrasi and the public know where they will be pitted kalo find such things in order for the public service in the province of Bengkulu better future.

Conclusion

The number or the increasing number of reports submitted to the Ombudsman community certainly is not separated from society's attitude that is increasingly critical in addressing problems in the Organization of the public service. The critical attitude is then poured in the form of a report to the Ombudsman. A large number of public complaints or reports also describe how the community was keen to have the presence of an agency that can accommodate various complaints that plagued the community. For that, of course, the presence of State institutions such as the Ombudsman very eagerly awaited by the community. The number of complaints submitted course organizers will know what are the deficiencies and shortcomings in the Organization of the public service. When weaknesses and shortcomings that could've been resolved in the end public service provided will be more qualified.

To realize the right of communities to participate in the supervision of the Organization of the public service, the Ombudsman RI Representative of Bengkulu province need to devise guidelines as a reference in organizing community participation, in order to build and developing community participation which lead to improvements to public services by the organizers of the State and Government.

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[8] Keputusan Ketua Ombudsman Republik Indonesia No 45 Tahun 2017 Tentang Pedoman Penyelenggaraan Partisipasi Masyarakat Di Lingkungan Ombudsman Republik Indonesia

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REALIZE SKILLED AND PROFESSIONAL GRADUATES

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Introduction

Universities that print students as future resources need to explore the skills transfer of graduates as they transition from university to the workplace. Graduate employability continues to dominate the Higher Education agenda, but the transfer of acquired skills is often overlooked. This subject emerged driven by documented concerns with graduate performance in specific occupational skills and prevalent occupational skills gaps. From the results of the study, it was stated that the transfer of skills to create professional graduates there are three, namely the subject areas, learning programs, and workplace characteristics. The model with what was stated above highlights the need for a more process-oriented approach rather than focusing on results (Jackson, 2014).

Graduate employability is a multifaceted concept considering its goal is sustainable development. Graduate employability and skills development are also significant determinants for future career success. The eligibility of graduates can be seen both nationally and globally in the labor market given the ever-increasing number of unemployed. His research shows that university graduates are very aware of the requirements for developing employability skills for their future. However, university graduates face many obstacles in meeting their skills development needs. Therefore, the government and related stakeholders must work together to overcome these obstacles. (Jahangir Alam, etc, 2022).

One measure of success at work is the employee's ability to competently use knowledge, skills, and values that are appropriate to the needs of the job, meet the demands of the employer, and contribute to the overall achievement of institutional goals. Basic skills have a moderate relationship to employee contextual performance. However, thinking skills

and problem-solving provide more benefits for employees in carrying out contextual behavior. Furthermore, in his research, it is said that competency in adaptability contributes greatly to all elements of contextual performance. Finally, he concluded that teamwork skills, especially skills in working with others, were quite correlated with employee contextual performance. Thus, great attention to the development of work skills competencies by academic institutions and policymakers can help overcome work quality problems. (C. Abas, etc, 2016).

Professionalism is something that is often demanded and expected in various professions, including teachers. Professional attitude and quality of work are important aspects of the profession. Professional means expert in your field and competent to do the job. Professionalism is between the concepts of personality and integrity along with skill or competence. The professional competence of a teacher is of course characterized by the level of the teacher. The competence to become a professional teacher is submitted because the person is still a prospective teacher. Professional teachers are teachers who have special abilities and expertise in well-educated and well-trained teachers as well as have rich experience in the field, so they can carry out their duties and functions as a teacher with the maximum ability (Wildan, 2019).

In Law Number 14 of 2005 concerning the principles of professionalism article 7 letters c, d, and g, the relevance of which is with the ability of a teacher, namely the teacher must have academic quality and educational background according to the task. Knowledgeable teachers and the linearity of the subjects in the curriculum must be taught by those who qualify to teach science or academic qualifications must also be according to the subjects taught. Besides academic qualifications must also have the competence or the ability to achieve educational goals national. This competency approach is meant for teachers to be able to understand the diversity of students, namely social, cultural, economic, professional/ability, and psychological diversity. Diversity will strategy to achieve educational goals nationally (Ardiyansya and Saputri, 2020).

According to Prof. Dr. Mungin Eddy Wibowo, M.Pd. in his paper entitled "Building Teacher Professionalism in Improving Education Quality"

Education Seminar on the 71st Anniversary of PGRI in Barito Kuala Regency, South Kalimantan 2016" said:

1. The teacher is a professional because he has basic knowledge, skills, and special attitudes and is recognized by society as a specialist. This recognition is reflected in Law Number 14 of 2005 article 1 paragraph (1) stating that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students.

2. A teacher is a person who is admired and imitated, therefore the teacher must be able to work on all of his abilities/potentials both effectively, cognitively, and psychomotor. The predicate as a teacher is not only a functional task attached to him but at the same time a mandate received as a promise to the Creator to fulfill the path of daily life so that work is not a burden but only a promise in life. If the teacher's work has value as a mandate from the Creator and is rooted in his soul and dedication, then he will try to help the character and behavior of his students and participate in educating the nation through learning.

3. The teacher is a noble and altruistic profession. This profession is certainly liked by everyone because with its glory people depend on their future hopes. Within him is stored and drawn a better future life full of dedication, and friendly, friendly and has the commitment to bring learning to meaningful learning.

The teaching profession should be classy. Becoming a teacher is not for escaping not getting a job in another field. The government has made efforts to improve rewards (welfare) for teachers with certification. However, educational conditions have not improved correlatively with improvements in teacher welfare. Many pieces of training have also been carried out to improve teacher professionalism, it is hoped that the changes in the quality of education will be more significant. The main support in improving the quality of education is from the quality of prospective teachers. It is these prospective teachers who must be prepared from the start to become professional teachers. The teacher recruitment pattern must be standardized and selective. Integrated, tiered and continuous training (long-life *education*) must continue to be carried out. Equalization of education and standardization of minimum education for prospective teachers is a must be

done in earnest. Self-development and research motivation need to be instilled since the acceptance selection. Enrichment of creativity to become a working teacher, a teacher who can become a teacher, a benchmark for teacher success in educating the nation's children.

Pre-service development through teacher education must be able to educate prospective teachers or prospective educational staff to become human beings, persons (personal), and not only become *teachers* (teaching) or *educators* (educators). The process of educating prospective teachers is training to prepare students to become teachers, make them educated, and educate them to become cultured human beings. Preparing teachers who are also cultured human beings depends on 3 main elements, namely mastery of one or several scientific disciplines, mastering a strong cultural basis, and experiential learning through apprenticeship.

The qualifications of a teacher are regulated in the Ministerial Regulation of the Republic of Indonesia of 2007 concerning Academic Qualifications and Teacher Qualifications, which also refers to the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and must have pedagogic, personality, professional and social skills. These four competencies are integrated into the teacher's work. Kemdiknas (2010) describes the competence of four teachers in 14 aspects/dimensions and consists of 78 indicators. These qualifications are obtained during the training of prospective teachers at educational and/or professional training institutions, a qualification called teacher professional training (PPG), and through measures to improve the professional skills of teachers individually or at the initiative of the government. This book chapter discusses the preparation of prospective teachers for tertiary institutions.

DISCUSSION

The role of Education Personnel Education Institutions (LPTK) is central to realizing professional teachers. Faculty of Teacher Training and Education (FKIP) University Prof. Dr. Hazairin, SH (Unihaz) is part of this role. FKIP Unihaz has played a major role in transforming the face of education in Bengkulu province. To realize skilled and professional teachers several obstacles still occur in the implementation of education today. This problem seems to be continuing and without an optimal solution. Teachers are the spearhead in building the nation's civilization. Everyone may be able to become a teacher but to become a teacher who has expertise in educating

or teaching requires adequate education, training, and experience. The minimum standards that must be possessed by teachers are (1) adequate intellectual abilities, (2) the ability to understand the vision and mission of education, (3) expertise in transferring knowledge or learning methodologies, (4) understanding the concept of child development/developmental psychology, (5) organizational skills and problem-solving, (6) creative and have art in educating.

The training of future teachers must be both intellectual and a practical introduction to education through apprenticeship. Of course, through lectures, an intellectual introduction is carried out both in the field of learning and pedagogy. In practice, it can be given through real observation and application through apprenticeships or PPL. Since teaching is an art (advice), an apprenticeship is required. Because art is not taught. Everything we think of as a trick becomes a technique if it can be taught. Tips can be learned though. For that, people have to actively study it and learn these tips of doing apprenticeships, paying attention to the success of people and why others are not successful, why one is more successful, and why the other is lacking. In addition to intellectual and practical introductions, prospective teachers must also have information regarding government efforts to improve teachers' professional skills. Activities suitable for teacher candidates include reading activities, Teacher Working Group Organizations (TWG) or Subject Teacher Consultations (MGMP), and self-development through writing research papers. Future teachers must realize the importance of reading to develop their understanding and knowledge.

The next thing that is no less important is the awareness of prospective teachers to write more, especially in education and teaching subjects. This is one way to improve the teacher's ability to present concepts and ideas in writing. Every teacher must be aware and willing to educate himself if he wants to increase his creativity through writing (eg PTK, study materials, articles). Preparation for the qualifications of prospective teachers, of course, begins with the implementation of the lecture program. This provision is integrated into lectures that develop pedagogic, personality, social, and vocational skills. One of the pedagogic and professional competencies can be integrated with the PCK strategy. Preparation for mastering the technique is also a prerequisite for prospective teachers. *Technological pedagogical and content knowledge* (TPACK) is the next choice in teacher education offered

in this book in addition to the application of creative thinking, innovative learning, research laboratory activities and conferences, and PPL guidelines.

A. Professional Teacher Principles

Several principles must be held by teachers who will become professional teachers, these principles exist
related to the specific field of work carried out based on these principles, such as:

1. Have talents, interests, calling, and idealism;
2. Commit to improving the quality of education, faith, piety, and noble character;
3. Have academic quality and educational background in the field of assignment;
4. Have the necessary competence by the task field;
5. Have responsibility for the implementation of professional duties;
6. Have the opportunity to develop professionalism sustainably with lifelong learning;
7. Have guaranteed legal protection in carrying out professional duties, and
8. Having a professional organization that has the authority to regulate matters relating to teacher professionalism. (Law No.14 of 2005 article 7 paragraph (1)

Professional teachers must meet the following criteria (Syukir, 2013):

1. Expert (*expert*), the teacher is called an expert in the field of knowledge being taught and an expert in the task of educating. A teacher not only masters the content of the teaching being taught but is also able to instill the concept of the knowledge being taught. Because teaching is a means of educating, namely conveying educational messages, it is not enough for a professional teacher to only be an expert in the field of study and an expert in teaching it, but must also be an expert in conveying educational messages through the field of study he teaches. The teacher teaches students to learn, the teacher explains, students listen, the teacher asks, and the students answer. Such a concept is inhumane (*dehumanization*). In the teaching and learning process or what is now known as the learning process, there is an extensive dialogue between educators and students' subjects so that students' subjects find themselves. Therefore the knowledge given must be able to form a complete person (*holistic*) and not just a ' *transfer of knowledge* '. Through teaching the teacher

forms thinking concepts, and mental attitudes and touches the deepest affections from the core humanity of the students' subjects;

2. Authority and responsibility (*Authority and Responsibility*), in addition to professional teachers who have authority and responsibility. Professional teachers already have autonomy or independence in expressing what to say based on their expertise. In the beginning, he did not have freedom or autonomy, because he was still studying as an apprentice. Through the process of learning and professional development, one day he will have an independent attitude. The characteristics of independence include: (a) being able to adhere to life values; (b) can make value choices; (c) can determine and making their own decisions; and (d) can be responsible for the decision. He masters what will be presented and is responsible for everything that is taught, and even responsible for all his behavior;

3. Dynamic Spirit and Reformist. Professional teachers will always be dynamic. Teachers always try to develop themselves and their profession and can adapt to the demands of the times. Therefore he must also have a reformist spirit, namely being able to change the paradigm that is contrary to *professionalism*, disrupts his autonomy, and eradicates efforts *to dehumanize* education; And

4. Have a sense of professional fellowship. Teachers who have the same profession are accommodated in professional organizations. One of the duties of a professional organization is to create a sense of fellowship so that there is a sense of security and protection for the position. The spirit of the corps is developed so that the dignity of teachers is upheld, both by the teacher corps itself and society in general. So that the respect and protection of positions are under the responsibilities delegated to professional teachers.

B. Competencies that Professional Teachers Must Have
1. Personality Competence

The teacher's position in daily activities will be assessed by the work environment, both by classmates, by children or students especially the community and parents of students Alone. Even though the teacher is an ordinary human being who has the title of a human scholar for building the nation, the next five years children the best nation will be in his hands, why is this said to be five years due to the size of the curriculum every five years

will be reviewed for carry out repairs and demands of the times. How can people who will build the nation at least have good personality competence standards in education? Personality competencies are competencies related to the teacher's behavior who later must have moral values that sublime commendable so that in his daily attitude beauty will radiate when in social attitudes, friendships, and also when carrying out tasks in learning. The teacher will increase in authority if learning is accompanied by commendable noble values and reflects a teacher who is admired and emulated. What is the standard value measure in personality competence is that in Indonesia in general individuals are imbued with the Pancasila philosophy which originates from the cultural values of our nation which have many dynamics and variations.

At the time of Ki Hajar Dewantoro it was stated that the Among System, namely the teacher must *Ing ngarso sungtulodo, Ing madya mangun karso, Tut wuri handayani*. This means that if you are upfront you have to give examples and role models, if you are in the middle it generates motivation, but if you are behind you it encourages you to learn or do activities. Teachers in education need such Among system theory, schools are made "Student Parks". Parks or gardens are fun, so the learning process in the classroom or wherever learning takes place requires joy. What is the essence of personality competence? According to Djam'an Satori in his book "Teacher Profession" states that teacher personality competencies include attitudes, values, and personality as behavior elements. concerning the ideal (personality) under the field of work based on educational background, capacity building, and training in the legality of linear teaching authority. What should we do in accenting our students in carrying out competencies personality when in the learning process:

a. The teacher must know the child's personality and emotions;
b. Understanding children's motivation;
c. The behavior of children in the work group;
d. Child's behavior;
e. The habits of everyday children's attitudes at school towards learning and assignments given by the teacher,
f. The discipline of children's learning.

There are many psychological problems faced by teachers, all of which require competency skills and need guidance, counseling, and help to direct students to follow complete learning. Personal competence can also be

divided into several parts, namely: (a) abilities related to experience religious teachings according to belief in the religion he adheres to; (b) the ability to respect and appreciate inter-religious; (c) ability to behave accordingly prevailing norms, rules, and value systems in society; (d) develop commendable qualities as a teacher for example manners and manners of karma; and (e) be democratic and open to updates and criticism; (Sanjaya, 2005).

2. Social Competence

Social competence in the teaching and learning process is very closely related to the ability of a teacher to communicate with the community around his life, so that the role and perspective, way of thinking, and way of acting are always a measure of his social life. The teacher is a role model who is treated normatively because of the customs related to his social position, therefore the teacher needs some social competence to interact with the community environment where he lives and is. The term "teacher" is so strong that it can be said that the teacher's social competence consists of the fact that the teacher understands himself as an integral part of society and can develop his responsibilities as a society and a citizen. Social skills

also include the ability to adapt to the demands of the work environment when carrying out teacher assignments.Teachers in the eyes of society in general and students are role models who need to be emulated and good role models (digugu and ditiru). Likewise, teachers are figures and human beings who are intellectuals who are given the task and burden of guiding society toward the prevailing norms. Under the symbol, the teacher needs to have social competence to relate to the community to carry out an effective and creative teaching and learning process because he has a strong charm and influence on others. Social competencies that serve humans to improve humans that have been embedded since receiving the mandate as a teacher are equipped with a variety of knowledge, skills, and other abilities that have been embedded since he was appointed as a teacher. In the process of developing human resources, teachers play a major role in preparing Indonesian people as reflected in the education curriculum. The curriculum is a picture of Indonesian people for the next 5 years, therefore teachers need to realize that their position cannot be separated from social conditions in society which are very complex and diverse.

a. Motivator and Innovator in Educational Development.

The word education is very popular among people, almost all levels of society know it. Even though this word is so popular, not everyone who talks about it understands and understands it. Due to various political views and opinions, positions, and interests, there are still many differences of opinion, often even good in principle, which can damage education itself. Here the teacher must have innovation and motivation in social life, as a teacher he must be able to synergize in the village and play an active role in community education on his behalf. An active role is an ability to act as a community mobilizer according to the circumstances of that society with other people and even as a source of motivation for others in different educational visions.

b. Education Pioneers

By using their talents, teachers try to become pioneers of education in their environment, for example by building educational packages that suit the needs of the surrounding community. The city hall is used as a place to help school graduates so that they can taste education under the government's educational commitment. This cannot be separated from its role as a religious activity, for example as a committee for the construction of mosques, and religious places of worship, the role of community mobilizer at commemorations of national holidays and religious holidays. the role, the teacher becomes a resource person in the activity.

c. Conducting Scientific Research and Assessment

The teacher certainly has skills in his field, especially the knowledge he has, so it is necessary to develop multifaceted self-development with the knowledge he has acquired. Particularly research related to educational issues in the community, so it is hoped that these findings can be followed up both individually and institutionally, and the results will be disseminated to the education community.

d. Devotion

Teachers live in society then and a role big thing in life is hanging out with society. The association has a teacher's responsibility to society, for example explaining to the public that education is a shared responsibility, of the government, community, and parents of students. This responsibility, the government has a very big responsibility, especially to prepare school buildings, and provide facilities for teacher education and procurement. Whereas the community keeps the school safe keep running as desired

learning goes well. Whereas parents help smooth education, namely by providing donations in the form of physical and psychological assistance under the agreement made by the School Committee and maintaining that school and teacher relations can be well-formed.

Scope of Social Competency The motto that we often hear is where we are being there the earth stepped on and there to heaven is upheld means the ability to adapt to follow and respect the demands of work and the surrounding environment when carrying out their duties as a teacher. According to DT Amijaya, the social competence of a teacher is of course related to a person's social participation in his daily life in the community where he is, both formally and informally. According to Cece Wijaya in the Teaching Profession, the types of social competence that must be possessed by teachers, Djam'an Satori et al. 2009: 2.17) are as follows:

a. Skilled in communicating (both with students and with parents of students)

Communication skills with students' parents are indeed necessary so that there is a mutual understanding of the child's condition while attending education. Because communication that is not smooth can cause students to be unable to complete their education completely at school. The teacher in this case is a picture of the school atmosphere so that students love their teachers, students will be happy to take lessons well and students always want to be at school. Create conducive communication with students and parents of students so that the school seems very concerned about the whereabouts of its students.

b. Be Sympathetic

The location and geography of the schools vary so that our students in one study group also vary, plus the economic conditions of the student's parents whose income and earnings are also different. In this regard, teachers are required to be able to deal with school situations like that, teachers are expected to be friendly and able to read the feelings of their students like that, but teachers should not get carried away and get carried away with the various situations of their students. In addition, parents of students are invited to indirectly understand the school conditions that teachers face so that they are always ready to assist teachers individually with the socio-psychological conditions of the teacher and also under their socio-economic and educational background. Make associations with parents of students even in short meetings in an intimate, sympathetic

manner, for example by asking questions about the names of students' parents, where they live, and how many siblings and others, but avoid questions that lead to work.

c. Doing Togetherness

Teachers need to understand the psychological principles that underlie human behavior, especially those that are relevant to human relations. As an illustration, teachers who are in a community environment who usually carry out religious sermons have the opportunity to be able to socialize and adapt directly to people who have such habits. If there is a program related to a custom program that has been carried out by the community, the school side indirectly gets support from other people, in this case, the Education Board/School Committee, and the community, so that they are invited to take part in the education sector.

d. Good at Associating with Colleagues and Educational Partners

The community regards teachers as a place to ask for opinions because there is a saying that has been known for a long time such as "teachers must be digugu and ditiru". That is, the teacher is a role model who is considered capable of giving opinions and views. School life is a picture of the education bureaucracy when in society as a life that is lived at any time. In these two different situations, the teacher must be able to establish good relations, including at school with teachers and students, but when in society we are with the community. If we have a good relationship with the community and when facing a disaster, certainly, the community will not let it and we will feel light because the community helps.

e. Understanding the Surrounding Environment

The teacher must know and appreciate the habits that apply around him so that these habits can be sorted out which are positive to be developed and which are very dominant in influencing the lives of students. Social competence, namely: (a) the ability to interact and communicate with colleagues to improve professional abilities; (b) the ability to recognize and understand the functions of each social institution; and (c) the ability to cooperate both individually and in groups (Sanjaya, 2005).

From the points above, of course, you can conclude that the teacher's social competence is related to how a teacher can adapt to the demands of

work and the surrounding environment when carrying out his duties as a teacher.

C. Professional Competence

Talking about professional competence means talking about how teachers can provide learning services to their students. Because professional competence is the ability to master learning material broadly and in-depth which relates to the content of learning material by utilizing communication and information technology and providing guidance to students per national education standards (Fitriani, 2017). Therefore, teachers are required to have broad insight and mastery of theoretical concepts and be able to choose the right models, strategies, and methods in carrying out learning activities. There are two things you need to know, understand, and mastered with professional competence, namely:

1. Teacher's Basic Abilities

In terms of basic abilities, there are several views of experts regarding professional competence, namely: (1) having knowledge about learning and human behavior; (2) having knowledge and mastering the subjects/fields of study they are fostering; (3) have the right attitude about oneself, school, colleagues and the field of study they are fostering, and (4) have skills in teaching techniques. Meanwhile, according to Linda (2013) includes (a) mastery of subject matter which consists of mastery of the material that must be taught and the basic scientific concepts taught from the material being taught; (b) mastery and appreciation of education and teacher training foundations and insights, and (c) mastery of student learning teacher education processes. According to (the *Department of Education and Culture 1980*) there are 10 (ten) basic abilities of teachers, namely: (a) mastery of subject matter along with basic scientific concepts, (b) management of teaching and learning programs, (c) classroom management, (d) use of media and resources learning, (e) mastery of educational foundations, (f) management of teaching and learning interactions, (g) assessment of student achievement, (h) introduction to functions and guidance and counseling programs, (i) introduction and implementation of school administration and, (j) understanding of principles -principles, and utilization of the results of educational research for the benefit of improving the quality of education. (Djam'an Satori, 2010)

2. Basic Teacher Skills

It is an ability related to the broadly and in-depth strengthening of learning material in the field of study which includes mastery of the substance of the content of the subject matter curriculum in schools and the scientific substance that overshadows the curriculum material and adds scientific insight as a teacher. Each of these competencies has sub-competencies and essential indicators according to the number of study fields or subject groups.

D. Pedagogic Competence

Pedagogic competence is the ability to manage student learning, which includes: a) student understanding, b) designing and implementing learning, c) learning evaluation, and, d) developing students to actualize their various potentials. Pedagogic competence is the ability of a teacher in managing the learning process of students. In addition, pedagogic abilities are also shown in helping, guiding, and leading students. (Wahyudi, 2012: 22). This competency is a description of the teacher's ability to manage learning, which has characteristics that can distinguish teachers from other professions and can determine the level of success of the process and learning outcomes of students and the same time become the pride of teachers in the learning process. Ten pedagogical competencies are very appropriate for teachers to know and at the same time master, such as:

1. Mastering teaching materials/material to be taught as well as other supporting materials.
2. Managing learning programs, teachers who have high competence should be able to manage learning programs that are legally capable as an illustration of someone appearing in front of the class even if the teacher is unable to attend at that time.
3. The ability to manage classes, for convenience in-class learning, needs to be addressed so that it looks cool and beautiful and learning can be focused so that there are no more problems that can affect thinking when learning takes place.
4. Using learning media, in the 5.0 era (the rapid progress of industrial technology) existing textbooks. Teachers should also convey learning using IT media so that learning is more interesting and there are dynamics/variations in delivering material to students.

Several steps need to be considered in using learning media:

a. Recognize choosing and using media;

b. Making simple learning aids, but preferably using a "laptop" because it's time for us to keep up with technological developments. Sometimes our students at home already use laptops when they don't have this at school, now teachers can reach them by using this media.

c. Can use the laboratory in the framework of the teaching and learning process, for example for research and experimental activities.

d. Using handbooks / sources as references and also using other sources to enrich knowledge;

e. Using the library in the teaching and learning process.

    1. Understand the foundation of education

    2. Managing Teaching and Learning Interactions.

    3. Giving Assessments to Students for the sake of Teaching.

Conclusion

Everyone may be able to become a teacher but to become a teacher who has expertise in educating or teaching requires adequate education, training, and experience. The minimum standards that must be possessed by teachers are (1) adequate intellectual abilities, (2) the ability to understand the vision and mission of education, (3) expertise in transferring knowledge or learning methodologies, (4) understanding the concept of child development/developmental psychology, (5) organizational skills and problem-solving, (6) creative and have art in educating. There are at least 4 competencies that a teacher must have, namely:

1) Personal competence related to the teacher's behavior which in the future must have commendable noble moral values so that in his daily attitude will radiate beauty when in social attitudes, friendship, and also when carrying out tasks in learning. Personal competence can also be divided into several sections, namely: (a) abilities related to the experience of religious teachings following the religious beliefs one adheres to; (b) the ability to respect and appreciate interfaith communities; (c) the ability to behave following the norms, rules and value systems that apply in society; (d) developing commendable qualities as a teacher, such as manners and etiquette; and (e) be democratic and open to updates and criticism.

2) Social competence in the teaching and learning process is very closely related to the ability of a teacher to communicate with the community around his life, so that roles and perspectives, ways of thinking, and ways of acting are always a measure of his social life. The teacher is a role model who is treated normatively because of the customs related to his social position, therefore the teacher needs some social competence to interact with the community environment where he lives and is.

3) Professional competence is the ability of educators which includes broad and in-depth mastery of learning materials to enable them to guide students to acquire predetermined competencies, mastery, and appreciation of educational foundations and insights, and mastery of educational processes.

4) Pedagogic competence is the ability to manage student learning, which includes: a) understanding students, b) designing and implementing learning, c) evaluating learning, and, d) developing students to actualize their various potentials. Pedagogic competence is the ability of a teacher in managing the learning process of students. This competency is a description of the teacher's ability to manage learning, which has characteristics that can distinguish teachers from other professions and can determine the level of success of the process and learning outcomes of students and at the same time become the pride of teachers in the learning process. Managing learning programs, teachers who have high competence should be able to manage learning programs that are legally capable as an illustration of someone appearing in front of the class even if the teacher is unable to attend at that time.

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Prophetic Law Paradigm In Non Penal Policy Narcotics Crime

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Introduction

Legal Positivism sees the legal system as a logical closed system, which is the correct decisions that can be logically deduced from existing rules.[9] Legal Positivism paradigm, the law or the entire legislation is thought of as something that contains the law completely so that the judge's job is only to apply the provisions of the law mechanically and linearly to solve society's problems, according to the law.[10]

The methodology that can be carried out in modern society today, one of which is the relationship between transcendental values and the empirical world in the form of theology and science, can be seen from Ian G. Barbour's views which are divided into various typologies, namely conflict, independence, dialogue and integration. Sayyed Hossein Nasr considers that the integration of science and theology as proposed by Ian G. Barbour seems to emerge that religion or tradition that develops as conquered by science when religion should be the benchmark for the development of science. In this case Ian G. Barbour allows conceptual changes in theology in the name of learning from science should be assessed from the perspective of the tradition of the truth of its teachings that have survived for several millennia.[11]

In interpreting the transcendental, by basing faith in Allah (Surah Ali Imron: 110), Kuntowijoyo[12]. Introduces prophetic science in the form of

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[9] Abdul Mun'im, Lukman Santoso, Niswatul Hidayati, *Kitab Al-Risalah Dalam Tilikan Positivisme Hukum*, Jurnal Kodifikasia, Volume, 12 No. 1 (2018), hal 3.

[10] M, D, A, Freeman, Llyods's, *Introduction to Jurisprudence*, (London:Sweet & Maxwell, 2001), hal 1384-1386.

[11] Waston, *Hubungan Sains dan Agama: Refleksi filosofis atau pemikiran Ian G. Barbour*, Jurnal Profetika, Vol 15. N0. 1, Juni (2014), hal 84-85.

[12] Kuntowijoyo, Muslim Tanpa Masjid, (Bandung:Mizan, 2001) hal 364.

humanization (ta'muruna bil ma'ruf), liberation (tanhauna anil munkar) and transcendence (tu'minuna billah). In this prophetic science, the transcendence element must be the basis for other elements in the development of science and human civilization. The method of developing science and religion according to Kuntowijoyo is called the prophetic term based on the Quran and Sunnah as the main basis for the overall development of science. The Quran and Sunnah are used as the basis for the entire prophetic science building, both the natural sciences (ayat kauniyah) as the basis of natural laws, the humanities (ayat nafsiyah) as the basis of meaning, value and awareness and the divinity (ayat qauiliyah) as the basis of laws.[13]

At present, a very urgent, urgent and fundamental problem faced by the Indonesian Nation is the burgeoning of what is called an Extraordinary Crime, namely narcotics crime. In the context of the discussion of the problem of overcoming narcotics crime, the term criminal politics is known. Criminal politics (criminal policy) as a rational effort of society in tackling crime, can be carried out operationally through both penal and non-penal means.[14]

According to Andika Saputra, Sabar Slamet[15] in his writing examines the efforts to overcome narcotics crimes that occur in the Sukoharjo Regency Police using two policies, namely Non Penal policy and Penal policy. Non-penal policy emphasizes more on preventive efforts, namely through prevention, deterrence, control, guidance and invitation. Preventive efforts through the form of socialization, counseling, and approaches to various groups of society. Narcotics countermeasures have the main objective of opposing or rejecting the circulation and abuse of narcotics.

Other studies related to the Prophetic Paradigm can be seen in the writings of Jawahir Thontowi[16], This paper explains that the idea of building

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[13] Kuntowijoyo, *Islam sebagai Ilmu:Epistimologi, Metodologi, dan Etika,* (Jakarta: PT. Mizan Publika, 2004), hal 27.
[14] Rangga Jayanuarto, *Hukum Transendental: Pengembangan dan Penegakan Hukum di Indonesia*, Kebijakan Non Penal (Penanggulangan Korupsi) Berdimensi Transendental, Yogyakarta: Genta Publishing, (2018), hal 384-391.
[15] Andika Saputra, Sabar Slamet, *Upaya Penanggulangan Peredaran Dan Penyalahgunaan Narkoba Di Kabupaten Sukoharjo*, Jurnal Recidive, Vol 5 No. (2016), hal 273-286.
[16] Jawahir Thontowi, *Paradigma Profetik Dalam Pengajaran Dan Penelitian Ilmu Hukum,* Jurnal Unisia, Vol 34 No. 76 (2012), hal 86-99.

a prophetic paradigm for the development of legal science does not need to be pessimistic. The openness, of course, refers to the reality of science, which in essence always undergoes changes, both material and immaterial, or factual and non-factual. Renewal through imitation, adoption and innovation is a necessity for humans, in different dimensions of place and time. In the study of sociology or social science and philosophy in general, it is inevitable that paradigms are not only important but necessary in encouraging revolutionary change. Paradigmatic thinking is a conceptual approach that contains elements, basic values that form an assumption (belief) consisting of theories, concepts, and research methods and methods of analysis that are used in depth to solve scientific problems on issues of factual reality, personal definitions and social behavior to realize solutions that are appropriate to time and place.

Given the limitations/weaknesses of the ability of criminal law (penal policy) in tackling narcotics crime, non-criminal policy is more in the nature of preventive measures for narcotics crime and occupies a strategic key position of the overall effort in Criminal Politics. Therefore, a prophetic paradigm is needed in the non-criminal policy of narcotics crime. The prophetic legal paradigm with the concepts of humanization, liberation and transcendence of legal science is built in order to find an epistemology of legal science that is able to answer legal problems in Indonesia. Humanization is an effort to re-elevate human dignity through the way of God. Liberation is a legal science that has a prophetic responsibility to free humans from neglect. Transcendence is a form of legal science that contains basic elements of faith in God Allah SWT.[17]

This research uses a library research method. What is called library research or often also called library studies, is a series of activities related to library data collection methods, reading and recording and processing research materials.[18]

The purpose of this research is to describe, explain, predict and reconstruct the prophetic paradigm in the non-punitive policy of narcotics crime.

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[17] Khudzaifah Dimyati, *Pemikiran Hukum: Kontruksi Epistemologis Berbasis Budaya Hukum Indonesia,* (Yogyakarta: Genta Publishing, 2014). hal 135-139.

[18] Mestika Zed, *Metode Penelitian Kepustakaan*, (Jakarta: Yayasan Obor Indonesia, 2008), hlm 3.

Discussion
Prophetic Legal Paradigm

The essence of man is thinking because thinking is human excellence, and the ability to think is only owned by humans, not owned by other living things. By thinking, humans can formulate scientific concepts, and with their scientific concepts, humans can form culture and civilization.[19]

In order for Islamic legal science to be scientifically analyzed, related to human ability to think with the scientific concept of Islamic law, it must meet the characteristics of the scientific method, namely: First, obtaining sufficient and thorough information. Explanation of Islamic legal science is done adequately so that it covers all or most of the aspects contained in its classes and sub-classes, studied carefully and thoroughly so that it is valid and avoids errors in analysis or the use of analytical methods used. Second, using logical and organized thinking. The scientific study of Islamic law is carried out logically, rationally, in accordance with the rules of straight thinking. The use of logic, both inductive and deductive, is needed to ensure regularity of thinking in analyzing so as to avoid errors in making conclusions. In addition, regularity and orderliness of thinking are needed so that explanations are easy to understand because they are presented in a sequential and orderly manner.

Third, compiling knowledge systematically. The scientific discipline of Islamic law is arranged systematically, meaning that between one discussion and the next discussion is carried out in a row so that there is no overlap between one discussion and another. Systematization of the discussion can facilitate and complement the study material. Fourth, limiting the problem with firm lines. The problems studied in Islamic legal science are analyzed by analyzing one problem with another problem firmly. Fifth, finding laws, general principles as a basic theory that can be trusted for future use. General principles owned by Islamic legal science can be used as a basic theory for the development of Islamic legal science, including verification methods that are expected to predict legal events in the future. Sixth, testing and showing the points of the findings. The verification is intended as an

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[19] Musa Asy'arie, *Rekonstruksi Metodologi Berpikir Profetik: Perspektif Sunnah Nabi*, (Yogyakarta: Lembaga Studi Filsafat Islam, 2016), hal 1.

explorative test and review to make discoveries of legal products about events that occur.[20]

According to Heddy Shri Ahimsa Putra, as quoted by Kelik Wardiono in a conception (view) of the paradigm, which contains not only a definition but also the main elements (elements) contained in a paradigm. Paradigm which has more or less the same meaning, with: theoretical framework, conceptual framework, frame of thinking, theoretical orientation, perspective or approach, is defined as a set of concepts that are logically related to each other to form a framework that serves to understand, interpret and explain and/or the problem at hand.[21]

The prophetic legal paradigm is rooted in God's will to his creatures. The justification of the prophetic legal paradigm is solely for the sake of justice based on the truth of God's power which is oriented towards human benefit as a form of his compassion.

Prophetic Law Paradigm In Non Penal Policy Narcotics Crime

Law is indeed a human necessity. Without law as an effective social control, human potentials can lead to behavior that can bring destruction to humans, as said by Lun Fuller "human is the only species that chooses its own kind as its preferred prey. In humans, a behavior has been attached that can be seen from motor movements, perceptions, and cognitive functions that form a totality of self as an individual. God created humans equipped with a fitrah in the form of reason in acting. Behavior that is continuously carried out for the individual concerned and forms a personal habit and where the habit is spontaneously accepted because it is seen as a necessity. Furthermore, humans as social creatures are inseparable from the consequences of social interaction which will certainly influence each other between individuals with one another.[22]

Narcotics are substances / drugs derived from plants or not synthetic or semi-synthetic plants that can cause a decrease / change in consciousness,

[20] Idri, Epistemologi: *Ilmu Pengetahuan, Ilmu Hadis dan Ilmu Hukum Islam,* (Jakarta: Prenada Media Group, 2015), hal 254-255.

[21] Kelik Wardiono, *Paradigma Profetik: Pembaruan Basis Epistemologi Ilmu Hukum,* (Yogyakarta, Genta Publishing, 2016) hal 42-43.

[22] Rangga Jayanuarto, Khudzaifah Dimyati, Absori, Natangsa Surbakti, Fitriani Nur Damayanti. *Pscychological Analysis Of Customary Law As The Spirit For Indigenous People Of bengkulu City Indonesia,* Indian Journal Of Public Health Research And Development, Vol 10 No 9(2019). Pp 902-906.

loss of taste reduce to eliminate pain and to cause dependence.[23] Based on Law Number 35 of 2009 concerning Narcotics, the definition of narcotics in article 1 number one is: Substances or drugs derived from plants or non-plants, both synthetic and semi-synthetic, which can cause a decrease or change in consciousness, loss of taste, reduce to eliminate pain and can cause dependence which is distinguished in several groups.

In the criminal justice system, punishment is not the ultimate goal nor is it the only way to achieve criminal goals or the goals of the criminal justice system. Many ways can be taken, using criminal law or by means outside the criminal law or outside the court. From an economic point of view, the criminal justice system is not only inefficient, but also imprisonment that is not really needed should not be applied. Law enforcement by penal means is only one aspect of the community's efforts to overcome crime. In addition, there are still known community efforts to overcome crime through non-penal means. This non-punitive effort in itself will greatly support the implementation of criminal justice in achieving its goals. Prevention or overcoming crime must be carried out with an integral approach, namely between penal and non-penal means.[24]

However, penal policies have many shortcomings and weaknesses. Penal policy is more directed towards the principle of enforcement, while non-penal policy is more directed towards the principle of prevention so that non-penal policy indirectly has many advantages. Crime prevention efforts through the "non-punitive" route are more preventive measures for the occurrence of crime, so the main target is to deal with conducive factors, among others, centered on problems or social conditions that can directly or indirectly cause or foster crime. Thus, from the perspective of macro and global criminal politics, non-punitive efforts occupy a key and strategic position in the overall efforts of criminal politics. A key and strategic position in tackling the causes and conditions that give rise to crime.[25]

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[23] Frans Simangunsong, *Penegakan Hukum Terhadap pelaku Tindak Pidana Narkotika*, Jurnal Rechstaat, Vol 8 No. 1 (2014), hal 1-18.

[24] Luh Nila Winarni, *Kebijakan Hukum Pidana Non Penal Dalam Penanggulangan Kejahatan Radikalisme Berbentuk Terorisme*, Jurnal Ilmu Hukum Vol 12 No. 23 (2016) hal 56-63.

[25] Aditya Dinda Rahmani, R. B. Sularto, Umi Rozah, *Penerapan kebijakan Non Penal Dalam Penanggulangan Tindak Pidana Narkotika (Studi keberadaan Zat Methylone Atau 3,4-Methylenedioxy-Methylcahione Dalam Tanaman Tradisional*, Jurnal Dipogero Law Jurnal, Vol 5 No. 3 (2016), hal 7.

The prophetic paradigm in legal science (non penal policy) of narcotics crime that seeks to integrate religion and science will be human-centered. In this process, efforts to integrate science will begin with the formation of prophetic intellectuals. First, it emphasizes efforts to internalize values and build theoretical constructs sourced from revelation, the results of which are then used as the main basis for studying and developing legal science, reading, interpreting and implementing law and is referred to as a transcendental process. Second, it is expected that there will be changes in prophetic intellectuals, becoming prophetic intellectuals here and now. This emphasizes efforts to understand social reality (narcotics crime) and internal problems that are actually faced and must be overcome. So that a new meaning is obtained for the results of internalization with a social context or called humanism. Third, the deposits of knowledge and experience that have been obtained in the first and second stages will be applied so that the science of law (non-punitive policy of narcotics crime) will form its prophetic face. This process can carry out social transformation based on the prophetic ethical ideals in legal science (non penal policy on narcotics crime) and is called the liberation process.

Conclusion

The prophetic legal paradigm in the non-punitive policy of narcotics crime is a must that must be conceptualized and implemented. This becomes very urgent because narcotics crime is an Extraordinary Crime and Transnational crime. To maintain the existence of the continuity of the life of the nation and state through the nation's children, the next generation of the prophetic legal paradigm concept must be constructed. Through the concept of a prophetic legal paradigm with the principles of transcendence, humanism and liberation, it is hoped that humans as the center of integration of science and religion will be able to become the main shield in prevention efforts through the concept of a prophetic legal paradigm in the non-punitive policy of narcotics crime.

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Biography

Dr. Rangga Jayanuarto, S.H., M.H was born in Bengkulu on January 25, 1985. Graduated S1 at the Law Study Program, Faculty of Law, Slamet Riyadi University Surakarta (UNISRI) in 2007. Graduated from the Master of Laws at the Bengkulu University (UNIB) Legal Studies Program in 2012. Graduated S3 in the Doctor of Law Program at Universitas Muhammadiyah Surakarta (UMS) in 2020. Recorded as a recipient of the LPDP BUDI-DN KEMENKEU Scholarship in 2016.

As a Permanent Lecturer of the Law Study Program at Universitas Muhammadiyah Bengkulu from 2012 to the present. Has served as Head of the Law Study Program, Faculty of Law, Universitas Muhammadiyah Bengkulu from 2012-2016. Vice Dean I & 4 of the Faculty of Law, Universitas Muhammadiyah Bengkulu from 2020-2023, and now mandated as Dean of the Faculty of Law, Universitas Muhammadiyah Bengkulu.

Lecturer in Introduction to Law & Introduction to Indonesian Law, Criminal Law, Criminal Procedure, Criminology, Criminal Justice Practice.

Scientific activities carried out include actively writing in International and National Scientific Journals, conducting research, conducting service & empowerment, attending scientific meetings, and being active in Professional Organizations.

THE EXISTENCE OF HIGHER EDUCATION (PUBLIC RELATIONS, COMPETITIVENESS AND QUALITY ASSURANCE SYSTEM)

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Abstract

This paper conveys about the Existence of Higher Education through Public Relations, Competitiveness and Quality Assurance Systems. Higher Education cannot develop and advance without these three factors, Higher Education cannot possibly grow on its own, become great on its own without involving the community, competitiveness and quality that are continuously improved. The research methodology used in this paper is a Literature Study with Content Analysis from various Literature on the Existence and Role of Higher Education. The results and discussion in this study are that the existence of higher education can be achieved if it is carried out by strengthening public relations with community service activities and public relations or public relations activities. Improving Competitiveness by producing Graduates who are Professional, Skilled and Ready to Work. Improving the Quality of Higher Education in a sustainable manner in accordance with the times.

Keywords: Higher Education Existence, Public Relations, Competitiveness and Quality Assurance System

Introduction

Higher education is one of the important pillars that is expected to bring change to the nation, namely improving the quality of human resources. The study of the competitiveness of tertiary institutions is an interesting topic and is deemed necessary to study given its enormous impact on the life of the nation in the future. Realizing a tertiary institution that has high competitiveness is an absolute and urgent need. Having a highly competitive tertiary institution is the dream of all tertiary institutions and this is not easy

to achieve. One important factor to achieve this goal is the optimization of the leadership role.

Higher education is an educational institution that provides learning services for the community for the mastery of high-level knowledge. Higher education has a function as a producer of agents of change who are able to encourage and spearhead changes in various aspects towards a modern society. In line with the demands of these changes, tertiary institutions must improve themselves with a quality orientation. Universities as pioneers of change are visionary tertiary institutions that are able to create and find innovative, quality leadership strategies that are responsive to global developments and local challenges and are able to read future trends.

Leadership is believed to be a key driving force for organizations that are able to build a new culture that is in line with change. Yukl (2001) states that leadership in an organization plays a very dominant role in the success of the organization. Leadership must be able to anticipate and follow the changes that occur in the organization through its authority in building structures, people, technology, and mechanisms that can create a new, more productive culture.

Leadership is an important aspect in the organization which is a driving factor for the organization through its handling of change and management, so that the existence of a leader is not only a symbol, but his presence has a positive impact on the development of the organization. The existence of leaders who carry out leadership functions in dealing with changes that occur by establishing the vision and mission of the organization, setting goals as a whole, empowering subordinates through a participatory approach, and based on the ability of professional leaders to increase organizational competitiveness.

Research methodology
Research methodology in scientific studies of this research researchers used library research (*library research*) (Ahyani and Muharir 2021, 0). The data sources used come from library sources or documentation regarding the Existence of Higher Education through Public Relations, Competitiveness and Quality Assurance Systems. As for the study of data sources, researchers

obtained from primary (primary) sources originating from the literature, namely books and journal articles. In processing data in this research study, researchers used research methods that are descriptive-analytical (Ahyani, Muharir, and Permana 2020), where the research model used seeks to describe, and record, as well as analyze, and also interpret the existence of higher education through public relations. , Competitiveness and Quality Assurance System.

Results and Discussion

Leadership implies: The ability of a person to inspire, influence and guide others. The process of making other people want to do the best work to achieve the expected results. The process of developing and communicating a vision of the future, motivating other people and controlling the involvement of that person. Someone who is used as a role model who becomes a reference for his subordinates in acting and behaving. Has superiority in terms of energy of mind, appearance, integrity, self-confidence, intelligence, drive to lead, and charisma with more qualities than others.

Authoritarian leadership, namely a leadership style that emphasizes/ uses various means that are coercion or threats to force decisions. He uses his ingenuity to manipulate others by giving rewards to those who comply with his wishes. Prioritize supervision or control, lack empathy and care less about the personal lives of employees. Authoritarian leadership is work task-oriented leadership and will work well in extreme situations, for example many rules are violated, the direction of development deviates from its main mission, anticipation of large public losses. Examples of authoritarian leadership policies include policies that are determined by force to be implemented in the field on the grounds that this has been determined by superiors or to enforce regulations. In his decisions there are always threats or elements of coercion in various forms, for example study programs are closed, scholarships are not allocated, services are stopped.

Participatory leadership, namely a contingency (situational) leadership model that is oriented towards human connectedness. Every organizational policy is decided together, and there is real participation contributed by workers. Participatory leadership requires leaders to delegate authority to subordinates, build intensive communication, respect diversity or differences and build

joint efforts to complete a work assignment. The process of togetherness creates a family atmosphere in the work environment and creates respect for any behavior contributed by members.

Transactional leadership, is a leadership model that combines a work assignment approach with human connectedness. The work structure is determined in such a way with a number of identified work tasks in accordance with the needs of the work and their implementation is carried out through cohesive cooperation between all group members. Integrating organizational goals with the expectations of individuals who carry out their work duties. These two things are transacted with each other with the aim of finding dynamic needs and productivity that are in balance with the expectations envisioned by workers carrying out work assignments.

Transformational leadership, namely leadership that has the same philosophical foundation as transactional leadership, namely the basis of connectedness between leaders and followers. Transformational leaders have visionary thinking, have charisma, are sensitive to one's needs and feelings and are inspiring. Charisma is the main attribute in transformational leadership which is characterized by the very deep emotional feelings of its followers, always following the thoughts and opinions of the leader without having to think at length and cling to the mission emotionally. The followers of the charismatic leader behave with the highest devotion, feeling, praise, admiration, and respect for the leader. Charismatic leaders have a very deep influence on their followers by paying attention to each individual, giving a picture of life in the future and showing sacrifice for their followers. (Amir, 2016). Thus higher education leadership can be defined as the ability of a leader to use his power to carry out the process of influencing, motivating, moving, educating, providing direction to a group of people or individuals in a tertiary institution to support efforts that enable people to contribute to the achievement of the college's vision and mission. the.

The Need to Increase Competitiveness The long-term vision and direction of development for 2005-2025 (Bappenas in Saputra, 2016) states that the national development mission proclaimed by the government includes the following: Creating a society with noble character, morality, ethics, and adaptability based on Pancasila. Creating a competitive nation. Realizing a

democratic society based on law. Realizing a safe, peaceful and united Indonesia. Realizing equitable and just development. Realizing a beautiful and sustainable Indonesia. Realizing Indonesia to be an archipelagic country that is independent, advanced, strong, and based on national interests.

Realizing Indonesia plays an important role in international relations. In the national development mission it can be seen that one of the missions to be achieved from this national development is to realize or create a nation that has competitiveness, which in its explanation is interpreted as an effort to prioritize the development of quality and competitive human resources, increase the mastery and utilization of science and technology through research, development and application towards continuous innovation.

According to the 2019 World Economic Forum regarding global competitiveness index rankings for 2019 global competitiveness index rankings, 137 countries were included in the GCI list this year and Indonesia is ranked 50th. This ranking is a decrease from the previous year's ranking which placed Indonesia at position 45, and still below Singapore (rank 1), United States (rank 2) Malaysia (rank 27). The Coordinating Minister for Maritime Affairs Luhut Binsar Panjaitan said the impact of global uncertainty had caused Indonesia's competitiveness position to be at level 50, down 5 points compared to 2018 which was in position 45. Minister of Finance Sri Mulyani Indrawati assessed that the decline in Indonesia's competitiveness data ranking was due to the quality of its human resources. still low where only the majority only graduated from elementary and junior high schools. Minister of National Planning and Development (PPN/BAPENAS) Bambang Brodjonegoro said the high cost of logistics in Indonesia had an impact on Indonesia's competitiveness.

Agus Rahayu's research entitled Strategy for Excellence in the Education Service Industry (a strategic management study) concluded that the continuity of an educational unit depends on the resources it has and what strategies are chosen to empower internal resources to respond to external threats and opportunities. If an educational unit can match its internal resources with external opportunities, or use them to reduce or eliminate the impact of threats, then the educational unit has achieved strategic feasibility.

This is very relevant to efforts to achieve sustainable excellence (Alma, 2008).

Competitiveness is a description of how a nation or companies and their human resources control their competencies in an integrated manner to achieve prosperity and profit. Competitiveness is efficiency and effectiveness that has the right target in determining the direction and target results to be achieved, which includes the final goal and the process of achieving the end in the face of competition. Competitiveness is the ability of a person or organization to show in certain ways by showing the most favorable situations and conditions, better, faster, higher quality work results compared to others (Zuhal, 2010).

Excellence is the relative position of an organization to other organizations, either towards one organization or part of an organization, or the entire organization in an industry. In a market perspective, relative position is generally related to customer value. Meanwhile, from an organizational perspective, relative position is generally associated with better or higher organizational performance. A higher education organization has an advantage if it can create and offer more customer value, or its performance is better than others.

Michael Porter suggests there are five competitive strategy options, namely: Differentiation strategy, namely creating new products or services that are unique, distinguishing them from products or services of competing companies. Cost, namely selling products or services at competitive prices, making it difficult for competitors to match them. Innovation, namely creating new superior products that cannot be created by competing companies because of new technology. Growth strategy, namely creating products or services that significantly accelerate the company's development, especially in terms of revenue. Alliance strategy, namely establishing cooperation with other companies to strengthen the company in terms of improving performance and quality or to produce new products or services.

Higher Education Management Higher education leaders must master management to lead tertiary institutions properly. Most colleges are social or not-for-profit organizations, while a minority are more likely to be called

commercial enterprises. Leaders and management. Universities need to carry out management functions consisting of planning, organizing, actuating, and supervising. Planning involves determining the vision, mission, strategic plans, operational plans, work programs and budgets. Organizing involves drawing up organizational structures, recruitment, selection, training, career development, making detailed tasks and task requirements, setting authorizations, determining work relationships, determining spans of control, making assessments of tasks and task levels, planning regeneration.

Mobilization concerns the task of providing motivation and enthusiasm for work, leading, evaluating individual performance, providing rewards for services, training and development. The task of moving this is considered difficult because it involves humans who have beliefs, hopes, traits, behavior, emotions, satisfaction, development and reason as well as personal relationships. Supervision concerns the task of observing and measuring whether the implementation and work results are in accordance with the plan or not (Indrajit, 2006). Every higher education leader must understand higher education management so that all programs can run according to management functions. This can be done by recruiting experts in management to create the concept and implement it. The success of higher education management is determined by the quality of leadership it has. Leadership must be based on hopes, aspirations and innovations that always seek to provide solutions to environmental problems.

Conclusion

Every tertiary institution is required to prepare itself so that it can become a tertiary institution that is ready to compete with other tertiary institutions. To be able to compete requires a strategy. Strategy is a comprehensive and integrated plan that links the internal strengths of an organization with the opportunities and threats of its external environment. Strategy is designed to ensure organizational goals can be achieved through proper implementation. The existence of Higher Education can be achieved if it is carried out by strengthening public relations with community service activities and Public Relations or Public Relations activities.

Improving Competitiveness by producing Graduates who are Professional, Skilled and Ready to Work. Improving the Quality of Higher Education in a

sustainable manner in accordance with the times. College competitiveness is the capability and capacity of a tertiary institution which shows better, superior, newer, cheaper, higher quality results compared to other tertiary institutions. Higher education is a unit of higher education administration. The goal of higher education is mastery of science and technology to improve people's lives. There are 5 dimensions of the meaning of higher education, namely: the scientific dimension, the educational dimension, the social dimension, the corporate dimension, and the ethical dimension.

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THE IMPORTANCE OF MSME ASSISTANCE (MICRO SMALL MEDIUM ENTERPRISES) IN GARUT, WEST JAVA

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Introduction

Packaged food is the focus of the MSME (Micro, Small and Medium Businesses) of PT. Miun Sinergi Nusantara Cancimen Food in Garut, West Java. This is a creative take on domestically produced processed food that incorporates foreign cuisine. The transition from wet food varieties to packaged food with the benefits of a long shelf life and convenience is also facilitated by the development of *batagor* and *seblak* packaging. The product categories include instant versions of *Cuanki Ramen, Batagor, Seblak*, and different flour preparations. Rizky Ananda, S.TP. is the owner of the UMKM (Micro, Small and Medium Businesses). He possesses a legitimate business license, a distribution permit, and a trademark registration mark. He resides in Talaga Pesona Intan Housing Block E-15, Wanaraja District, Garut Regency, West Java.

This UMKM (Micro, Small and Medium Enterprises) was founded in 2019 and has 25 employees. It has a production room that is divided into a place for frying raw materials, a place for grinding spices, a place for packing spices, a place for packing spices, and a place for unifying raw materials, a room for storing products, a place for storing raw materials, a place for storing containers and equipment, a place for washing containers and equipment, and a

The production facility, which consists of a production house and a storage warehouse, is in a neighborhood with residences and is hidden behind Pak Rizky's home. There are no puddles on the tarmac road that leads to the factory. a clean environment is one where production takes place. It is quite tidy. The environment is clean when is no waste is produced.

Some machines had not been installed where they should have been at the time of the visit. The equipment was in the storage building. The structure was a house separate from the owner of SME's home. When the inspection

took place, the structure of the closed production room and the design and layout complied with the standards for processed food hygiene. The manufacturing room's floor was tiled and level. The slope in the washing area is just right for easy water flow. As a partition between the production room and the outside manufacturing area, bricks and plywood were used for the walls. Tiles covering the roof were sealed. It's difficult to break the ceiling as it was made of strong material. The door was generally constructed of common dwelling wood. Special plastic was used inside insulation doors at a distance of 3 to 5 cm. Windows were strong and met standards because the manufacturing facilities were a part of the housing. Wire gauze that was insect-proof was used for air ventilation. In general, food-contact equipment complies with regulations and did not contain any glass.

Water is reportedly kept in water tanks situated on the roof, according to sanitation facilities. There were facilities for disposing of residential garbage; however, the water utilized had never been tested. The washing area was a floor in the manufacturing area that was divided from it by an approximately 10-cm-high wall. Bathrooms and toilets were located outside the production area. There was also soap and a sink for washing hands. One restroom was available for every 25 people; hand washing stations were close to the entry. There was a sink and a place to dry hands, and there was a trash can that is out of the employees' reach. There was no employee changing area, however there were lockers available. The employee bathroom also served as the changing area. Machine and equipment placement generally complied with the production process. Workers were aware that it was necessary to clean machines and equipment both before and after production. Some machines were positioned wrongly. Scales and other measurement devices had undergone calibration.

Documents that outlined the criteria for raw materials were provided. Water was supplied by the PDAM and was stored in a water reservoir. Testing for water quality had never been conducted. SME owners had typically overseen the procedure, yet not recorded. Generally speaking, there had been instructions on how to determine the types, quantities, and compliance of all materials used. Each processing unit (one-time process), which consists of the product name, manufacture date, and production code, was checked using barcodes to see if it complied with the rules and has been monitored for process time and temperature. Prior to use, the materials were inspected to ensure they met quality standards, and they had their laboratory

conditions for chemical and microbiological conditions verified by outside parties.

To prevent the introduction of foreign and harmful materials, the production process had been regulated. There was no specific manufacturing procedure; employees had worn protective gear including caps, rubber boots, aprons, and other items. A final product test was conducted in 2019 while working on it, and the outcomes were in compliance with the standards. They did not, however, currently have lab space.

Regarding personnel, a description of how responsibilities were distributed for employees had existed. Yet, there had never been a health assessment of the workforce. By giving staff clear instructions, the training for UKM owners results were put into practice.

Pilopack and cups were used for product packaging, and product labels adhered to the rules. The warehouse's storage complied with regulations, did not touch the ground, had matting, and did not touch the walls. Containers and storage were kept in cupboards in the packaging area, and dangerous items were generally already stored in separate rooms. Labels had been kept in a cabinet in the packaging area, machine storage was in line with CPPOB regulations, and freshly cleaned containers shouldn't be kept above the washing area (Processing Good Processed Food Production).

Although it was not documented, the cleaning of the equipment and the cleaning schedule were understood by the staff. In general, transportation has followed CPPOB recommendations (Proper Ways of Processed Food Production). Container and transportation equipment maintenance generally complied with CPPOB standards (Good Processed Food Production Methods). There was no documentation activity occurring while it was being recorded and documented.

There was special training for employees on the principles of good production practices. In general, there was no product withdrawal procedure and there were no complaints about the product. If there was, the product would be replaced by the SME owner. And the implementation of UMKM (Micro, Small and Medium Enterprises) guidelines already refers to CPPOB (Good Processed Food Production Methods) as a guide.

1.1. MSME Development Framework (Micro, Small and Medium Enterprises)

Table 1. MSME Development Framework

Rencana Pembimbingan	Maret	April	Mei	Juni	Juli
Penyerahan Laporan Hasil Gap Analysis dan Rekomendasi Pendampingan	■				
Penyiapan/ Set Up Sistem Manajemen Proses Produksi UMKM	■■■	■■■■	■■■■		
Pendampingan audit internal UMKM				■■	
Pelaporan hasil audit internal dan tindakan perbaikan				■■	
Pengembangan strategi marketing produk UMKM				■■■	
Penyiapan persyaratan dokumen untuk pendaftaran sertifikasi SNI produk ke lembaga sertifikasi					■■
Pembuatan laporan pendampingan penerapan SNI kepada UMKM					■
Presentasi laporan pendampingan penerapan SNI kepada UMKM					■
Penilaian akhir pembimbing					■

From the table above it can be seen that the MSME coaching plan in the first week of March was to submit a report on the results of the Gap Analysis and Assistance Recommendations. It was planned that in the 2nd week of March to the 4th week of May that MSME production process management system would be prepared/set up. It was planned that in the first and second weeks of June internal audit assistance would be carried out, in the third and fourth weeks of June there would be reporting of internal audit results and corrective actions, and also carried out during June to develop a marketing strategy for MSME products.

The preparation of the document requirements for submission of the product SNI certification to the certifying authority was scheduled for the first and second weeks of July. The third week of June was when reports on the help provided by the application of SNI to MSMEs were expected to be made (Micro, Small and Medium Enterprises). The final supervisor assessment and the SNI application support report were scheduled to be presented to MSMEs in the fourth week of June.

1.2 The goals of this exercise are as follows: 1) Through engaging in direct interaction with small- and medium-sized businesses, students' comprehension of the use of standards in the manufacturing process will

be increased; 2) Increasing students' proficiency in using management systems in the production process by interacting with businesses and industries directly; 3) Increasing student proficiency in the standards field to help graduates get ready for the workforce; 4) Increasing MSMEs' (Micro, Small and Medium Businesses') capacity to use SNI; 5) Supplying students with off-campus learning opportunities for standardization; 6) Using the ABG triple helix (academic: university, business: UMKM, and government: BSN) to boost UMKM's competitiveness through product standardization and implementing the *tridarma* program of higher education, which is interwoven with boosting UMKM's competitiveness (Micro, Small and Medium Enterprises).

1.3 Benefits of Activities for MSMEs: 1) Helping each process or stage in order to obtain SNI certification for the implemented MSMEs; 2) Improving the ability of MSMEs (Micro, Small and Medium Enterprises) to apply SNI; 3) Realizing the ABG triple helix (Academic: university - business: UMKM-government: BSN) in order to increase the competitiveness of MSME through product standardization. Benefits for Students: 1) Can increase students' understanding of the application of standards in the production process by going directly into the world of industry (small, medium); 2) Improving the ability of students regarding the application of management systems in the production process by going directly to organizations and industries; 3) Providing off-campus learning spaces for students regarding standardization; 4) Realizing the tridarma program of higher education that is integrated with increasing the competitiveness of MSMEs and 5) Helping prepare graduates to enter the world of work by increasing student competence in the field of standardization.

1.4 Literature review

1.4.1. Definition of MSMEs

Nayla (2014) claims that the term "MSME" refers to a particular kind of business started by private individuals and has a maximum net worth of IDR 200,000,000.00 (excluding land and buildings) (Nayla & Akifa P, 2014). The following are some of the traits of MSMEs, according to Nayla (2014): 1) Control of one's own business. SMEs differ from franchises in several ways. The glaring contrast is in how businesses are managed. Unlike SMEs,

franchises have their business management decided by the franchisor. SME owners are free to take action and make decisions as their business develops; 2) Business capital is constrained. SMEs have limited capital because, 1) most capital originates from firm owners, or 2) it may come from a small group of investors who also invest in the SMEs capital; and 3) the majority of the workforce is local. SMEs typically hire locals as their workers. Due to two factors, this is. The first goal of UKM's owners is to enable locals to pursue autonomous employment. Also, it is a family-run firm, and there aren't enough resources to compensate personnel from other regions. In general, SMEs are run by families. The company's owner and his family effectively administer and build the company. After growing sufficiently large, the SME owner employs local residents in a family-like system; 5) 2) Capital for businesses is constrained. SMEs have little capital because, in general, only firm owners or a small group of investors contribute to the SMEs capital; and, three, the majority of the workforce is local. Businesses typically hire citizens from the area. There are two reasons for this. First and foremost, the owners of UKM wish to enable locals to pursue independent employment. Second, there aren't enough resources to compensate workers from other places; fourth, it's a family-run firm. SMEs are typically run by families. In a sense, the company's owner and his family manage and develop the company. After growing sufficiently large, the SME owner employs local residents in a family-like system;

1.4.2. SMEs (Small and Medium Enterprises)

UKM (Small and Medium Enterprises) according to (Decree of the Minister of Finance 316/KMK.016/1994, 1994) is a business entity or individual that carries out a business activity that has annual sales or turnover of 600,000,000 at the most or assets of IDR 600,000,000 at the most. Apart from the land and building where it is located, it consists of: 1) Business Fields (Fa, CV, PT, and also cooperatives); 2) Individuals (home industry/craftsmen, breeders, bakers, fishermen, miners, forest encroachers, goods and services traders).

1.4.3. Innovation

Innovation is defined as research, development, and/or engineering activities geared toward creating the practical application of new scientific contexts and values, or novel applications of current science and technology

to goods and manufacturing methods (UU No. 18 of 2002 , n.d.).

1.4.4. Food security

Food security, according to Martianto & Hardinsyah (2001), is the state of having access to enough food at all times to meet everyone's needs for living a healthy, active, and productive life. The notion of food security encompasses its physical aspects (availability), economic aspects (buying power), nutritional aspects (meeting individual nutritional needs), cultural and religious aspects, food security (health), and time aspects (continuous availability) (Jati Prasetyo & Tiurma Sinaga, 2001). Everything originating from biological sources and water, both processed and unprocessed, that is intended for human consumption as food or drink, including food additives, food raw materials, and other materials used in the preparation, processing, and or making of food or drink, is defined by (Government Regulation of the Republic of Indonesia Number 28 of 2004, 2004).

1.4.5. Certification

In general there are three general types of certification listed in order of level of development and portability. This includes: company (internal), product – specific, and profession (Fajar, 2016). Corporate, or internal certification designed by a company or organization for internal needs. For example, a company may require a one-day course to train all sales personnel, after which they will receive a certificate. This certificate has very limited portability, especially for other companies.

2. Discussion

PT. Miun Sinergi Nusantara Cancimen Food in Garut, West Java is an UMKM (Micro, Small and Medium Enterprises) in this type of packaged food in the form of innovation from variants of processed domestic specialties that are collaborated with foreign food, and there are batagor and seblak in packaging which are innovations from food variants wet into packaged food that has a long shelf life and is practical. The product types consist of Instant Cuanki Ramen, Instant Batagor, Instant Seblak and various types of flour preparations. The owner of this MSME named Mr. Rizky Ananda, S.TP having his address at Talaga Pesona Intan Housing Block E-15, Wanaraja District, Garut Regency, West Java, has a legal business license number 9120503702998, distribution permit MD - BPOM No.:

331528001678 and brand registration mark IDM000837430 , IDM000838699. UMKM (Micro, Small and Medium Enterprises) was founded in 2019 which has 25 employees, with a production volume of up to 100,000 and a production range covering all of Indonesia. There are certificates owned, including: NIB and Industrial Business Permit (IUI), Company NPWP, No. LPPOM MUI HALAL No.: 01101263870921, MD - BPOM No.: 331528001678, P-IRT No.: 8063205011434-25, registered mark of the Ministry of Law and Human Rights, GS1 International Barcode, Nutrition Fact, and BNSP Export Officer. Has had approval of the establishment of the PT Agency (Limited Liability Company) under notary Rizkita Kurnia Sari, S.H., M.KN domiciled in West Bandung Regency with registration number 4019072332104600. Already has an organizational structure and company profile. Process flow chart and CCP of Cancimen food products have been written and equipped with a Cancimen Product Test Result Report with no. 530/lab.uji-DT/FTIP/SF/2019.

2.1. Timeline

Table 2. Activity Time

Bulan	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Maret																		SET UP SISTEM (MANUAL MUTU/PANDUAN MUTU)													
April	SET UP SISTEM (PROSEDUR KERJA)														SET UP (SISTEM INSTRUKSI KERJA)																
Mei	SET UP SISTEM (FORM)														PENDAMPINGAN AUDIT INTERNAL																
Juni	PELAPORAN HASIL AUDIT INTERNAL DAN TINDAKAN PERBAIKAN														PENYIAPAN PERSYARATAN DOKUMEN UNTUK PENDAFTARAN SERTIFIKASI SNI PRODUK KE LEMBAGA SERTIFIKASI																
	PENGEMBANGAN STRATEGI MARKETING PRODUK UMKM																														
Juli	PEMBUATAN LAPORAN PENDAMPINGAN PENERAPAN SNI KEPADA UMKM														PRESENTASI LAPORAN PENDAMPINGAN PENERAPAN SNI KEPADA UMKM																
															PENILAIAN AKHIR PEMBIMBING																

2.2. Implementation of Activities: (1 February – 18 March 2022 (For UMP) and (20 February – 20 August 2022 (For other than UMP)

The owner of PT. Misera Cancimen Food committed to carrying out this activity and was excited about implementing SNI and HACCP, good production site and used raw materials in business-to-business relationships

with suppliers. While the building was closed in general, a few pieces did not fit the machine placement. Production volume surpassed 100,000, and marketing spread to all Indonesia's main cities. The actual product categories included instant versions of Cuanki Ramen, Batagor, Seblak, and numerous types of processed wheat.

Certificates owned included the Industrial Business Permit (IUI), the NIB, the Company NPWP, the LPPOM MUI HALAL, the MD - BPOM, the P-IRT, the registered trademark of Kemenkumham, the GS1 International Barcode, the Nutrition Fact, and the BNSP Export Officer. Also, it contains confirmation of the formation of the PT Agency (Limited Liability Corporation) under the notary Rizkita Kurnia Sari, S.H., M.KN, residing in the West Bandung Regency, and outfitted with an organizational structure and corporate profile. For Cancimen food items, there was a process flow chart, a CCP, and a Cancimen Product Test Result Report with the no. 530/lab.uji-DT/FTIP/SF/2019.

The production facility, which included a production house and a storage warehouse, was in a residential neighborhood behind Pak Rizky's home.

Figure 1. Layout of MSME Production Sites

Polypacks, cups, and law-compliant product labels were used for packaging. Storage in the warehouse complied with regulations, and there were instructions to determine the kind and quantity of every material used. According to the regulations, product packaging employs a barcode to identify each processing unit (one-time procedure), which includes the product name, manufacturing date, and production code. First, it is verified that the processing time and temperature of the materials match the standards for quality. In the laboratory, these are examined by outside experts in chemistry and microbiology.

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Conclusions and Recommendations
Conclusion

Most of the production room structures are made of plywood and wood, but they are quite good and sufficient. The layout for storing containers and equipment that has just been washed should be stored in a closed place. The layout of the machines and equipment is good, but it is necessary to make ceiling coverings or equivalent means so as to keep the production area protected from contaminants and easy to clean. The window is sufficient for the SME scale. For UKM scale, ventilation is sufficient with wire. There are already lockers but there is no special changing room besides the toilet. A changing room is needed for workers so that when entering the production or packaging room, employees are kept clean. There are work instructions for machines and equipment as well as maintenance of production machines/equipment. It is necessary to record and document various product quality assurance activities.

Recommendations: 3.2 1) System setup, quality documentation, and training. There aren't many additions because MSMEs already have a separate setup system and quality document in the form of SSOP and work instruction forms; 2) Internal auditing education which finished on July 12, 2022; 3. Certification Submission. Due to a lack of time with internal audit training, we, as MSME companions, have not reached the level of submitting certification. 3) Help is required to enhance certification audits; 4) At this time, internal audit improvement aid has not been implemented. Because of a lack of time and resources for internal audit, we, as MSME partners, have not submitted certification.

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Taupik Hidayatulloh. Born in Garut on April 27 2001, he is now living in Surabaya. He completed his High School Education at SMAN 9 Garut graduating in 2019 and is currently pursuing a Bachelor's Degree at Dr. University. Soetomo Surabaya Faculty of Economics and Business management study program with a concentration in marketing. Organizational experience on campus includes members of the Management Student Association for the 2019-2021 period and the Student Legislative Council for the 2021-2022 period. He has also participated in committees in several campus activities.

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PARENTING MANAGEMENT
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Introduction

The pattern or way of raising children in a family is the main educational environment or process for the complete personal development of the child, because the family is the first and foremost environment known to the child, so within the family environment the child's character and behavior will be formed which at the same time will be able to influence future developments. So, all aspects of personality can be formed in the family environment[26].

Parents, educators, and the environment have a very important role in directing and developing the potential that has been given by Allah SWT to the child to be nurtured and cared for by the family. Wahyu mentioned that parenting education for children is something that will never be completed in household life. Every family has varied views on how to educate children towards social, religious and scientific maturity. The parenting process must involve the role of parents as central in child psychology education.[27]

In the family, parents have a very important role and have a very big responsibility towards all family members they are responsible for, especially a mother who can be said to be the architecture in the household, and because of that parents must have sufficient knowledge about how he cares for children by considering and paying attention to the development of the child's soul properly. So heavy is the responsibility imposed on parents, of course there must be great concern about how the parents' view of parenting. [28]

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[26] Mardiya, *Kiat-Kiat Khusus Membangun Keluarga Sejahtera,* (Jakarta: BKKBN Pusat, 2000), hal.18.

[27] Wahyu Khafidah, *Parenting Ala Rasulullah Muhammad SAW*, Jurnal Serambi Tarbawi, ISSN 2303-2014 Vol. 8, No 02, Juli 2017

[28] Muhammad Subiyako, *Internalisasi Pendidikan,* (Bandung: Lintera Nusa, 2009), hal.21.

Discussion

a. Understanding Parenting Patterns

To be able to clarify each term in the writing section, it is necessary to explain each word in the writing title in order to avoid this misunderstanding. Etymologically, parenting comes from the word foster, which means leader, manager, guide, so care is a person whose job is to carry out the task of guiding, leading and managing[29]. The parenting style in this study is how parents raise children, behave towards children and educate children, be it authoritarian, democratic, and permissive for the development of children's emotional intelligence.

The term parenting consists of two syllables, namely pattern and parenting. According to Poerwadar Minta in Azwar Burru's book pattern is a model and the term foster means looking after, caring for and educating children or it can be interpreted as leading, fostering, training children so that they are able to be independent and stand on their own[30]. Webster's quoted by Dian Yuliana stated that the term foster in English is defined by the nurture side which has the meaning "The sum of the influences modifying the expression of the genetic potentialities of organism"[31].

Meanwhile, in the Ministry of Education and Culture, fostering is defined as guiding or helping, which intends to guide and assist the child in obtaining a change. Each child and mother develop a close emotional connection immediately after the birth of the baby, but the child's world quickly expands to include everyone else in the family[32]. Family is one of the most important things in childcare because children are raised and educated by the family, and parents are a reflection that is seen and imitated by their children in the family[33].

Parents and children are a unit that lives in the realm of the environment, and every environment the child lives in will shape the

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[29] M. Enoch Markum, *Sistem Kepengasuhan Orang Tua Terhada Anak,* (Jakarta: Block Kanan Press, 2003), hal.244.

[30] Azwar Burri, *Pola Asuh Orang Tua dalam Implikasi Terhadap Anak,* (Jakarta: Rineka Cipta, 2011), hal.163.

[31] Dian Yuliana, *Hubungan Antara Konsep Diri dan Kecerdasan Emosi dengan Problema Kenakalan Remaja,* (Surakarta: Psikologi Universitas Muhammadiyah Surakarta, 2015), hal.171.

[32] William J Goode, *Sosiologi Keluarga dalam Konsep Emosional,* (Jakarta: Bumi Aksara, 2002), hal.158.

[33] Istina Rakhmawati, *Peran Keluarga dalam Pengasuhan Anak,* (Konseling Religi: Jurnal Bimbingan Konseling Islam, Vol.6, No.1, Juni 2015), hal.2.

character of the child. Every value that is attached to a child is formed by how the values are obtained by parents, parents who have good religious knowledge will apply to their children how the values that must be attached to children should be. All parents must want their children according to the will of their parents, for that is a number of expressions or a number of forms of upbringing.

Education and guidance are carried out by parents as much as possible so that their children will meet their expectations. Consciously or not, various expressions (parenting styles) often occur deviations or even problems occur between expectations and reality so that they can have an impact on the development of each child's personality, positive or negative[34].

b. Forms of Parenting Patterns

Every parent has different ways of parenting based on their education and past experiences. As for parenting itself, it has several forms, as Hurlock has stated, there are three forms of parenting as cited by Chabib Thoha, namely.

1. Authoritarian Parenting Style (Authoritarian)

   Authoritarian parenting is parenting that is carried out by forcing, controlling, and being harsh. Children tend to be restrained by parents and children must follow the will of parents either by force or what the child wants. Parenting like this certainly has a negative impact on the child's condition because children feel pressured by their parents and can experience stress, fear of parents and depression.

2. Permissive (Indulgent) Parenting

   Permissive parenting is parenting style that parents do freely. The point is that the child is left free to do anything and give what the child asks for without parental supervision and concern. This child is left alone without direction or upbringing so that the child will be selfish and spoiled.

3. Democratic Parenting (Authovitative)

   This parenting style is the parenting style that parents should give their children. Democratic parenting is giving freedom and also guidance to children. Children continue to be guided, directed and educated according to their development, parents continue to support what is best for children

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[34] Ahmad Susanto, *Perkembangan Anak Usia Dini,* (Jakarta: Kencana, 2016), hal.144.

by always providing stimulus to children[35].

Habibi said that the future of children in the future will depend on the experience that children get, including educational factors and parenting styles. At this time, there are not a few parents who continue to pursue their own interests under the pretext of achieving the welfare of their children, so that sometimes their role as parents, namely educating and caring for neglected children. Of course, the future of children cannot be separated from the influence of parenting and parenting. To shape a good future for children, it must go through a long process. It is in this process that parenting styles for children determine the child's further development.

There are several factors that affect parenting patterns because childcare in each family is different. According to Lia Fadhila, there are three factors that affect parenting, namely the living environment, cultural subculture, meaning the culture in the environment where the family lives, and socioeconomic status[36]. The living environment has a very large influence on family parenting patterns, and can be seen from families living on the coast, most of whom are fishermen families with manual labor and a lack of emotional knowledge and children who usually play freely, with families living in urban areas where mostly schools and maintained environments and most children spend time in maintained home environments.

Furthermore, cultural subculture or local culture influences family upbringing. For example, western culture in the United States allows children to question their parents' actions and interfere in their conversations about rules and moral standards. In Lueng Bata Banda Aceh, this kind of behavior is considered impolite, because children are not allowed to interfere in the actions of their parents.

In socio-economic status, families from different social classes have views on how they care for them. Children of parents with higher socioeconomic status tend to pamper their children with all kinds of facilities, while children with parents with lower socioeconomic status tend to be

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[35] Habibi dalam buku Joko Tri Suharsono dkk, *Hubungan Pola Asuh Orangtua Terhadap Kemampuan Sosialisasi pada Anak Tingkat Prasekolah di TK Pertiwi Purwokerto Utara,* (Jurnal Keperawatan Soedirman (The SoedirmanJournalof), Volume 4, No.3, November 2009), hal.112.

[36] Lia Fadhila, *Pola Pengasuhan Anak Bagi Wanita yang Bekerja pada Bank di Banda Aceh,* (Banda Aceh: Program Studi Pendidikan Anak Usia Dini Universitas Syiah Kuala, 2016), hal.20.

indifferent because they allow their children to play whatever and wherever due to the lack of provision of facilities. At home.

c. Factors Influencing Parenting

Parenting is one of the most important factors in developing or hindering children's emotional development. A child who is accustomed to an open family atmosphere, mutual respect, mutual acceptance and listening to the opinions of his family members, will grow into a generation that is open, flexible, full of initiative and confident. It is another case if a child is brought up with a parenting style that prioritizes discipline that is not matched by tolerance, is obliged to obey rules and always imposes will. So the generation that emerges is a generation that has no vision for the future, has no desire to progress and develop[37].

In parenting patterns there are factors that influence and underlie parents in applying parenting patterns to their children. This is as previously stated by Hurlock, that there are several factors that influence parenting styles, including:

a. Socioeconomic level
   Parents who come from the middle socio-economic level are clearer in being warm than parents who are in the lower economy.

b. Level of education
   The educational background of parents or the level of education of parents will tend to be different in applying parenting to children.

c. Parents personality
   The personality of the parents includes how the parenting experience has been obtained by the parents

d. Number of children
   The number of children will determine the parenting style applied by parents. Parents who have many children (large family) tend to parent with different parenting styles. While parents who only have a few children, parents will tend to be more intensive in caring for their children[38].

Therefore, we can understand that in an effort to bring out the emotional development of children depending on the conditions of their

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[37] Syamsu Yusuf LN, *Psikologi Perkembangan Anak dan Remaja,* (Bandung: Remaja Rosdakarya, 2011), hal.52.

[38] Elizabeth B. Hurlock, *Psikologi Perkembangan Suatu Pendekatan Sepanjang Masa,* (Jakarta: Erlangga, 1997), hal.234.

parents, it is fitting for parents to adjust to family conditions.

4. Parenting Management

Parents are the first teachers for their children, especially a mother who has clearly played the most role in educating a child when the child is born. If you look at the research that the author has done in Gampong Lueng Bata, Banda Aceh District, Aceh Province, the management of parenting styles for early childhood is still quite effective, although some parents feel they have educated their children very well, but if seeing the presence of children there, parents are still classified as equating the lives of children now with the lives of their past.

Table 1.1 : Observation Results

No	Indicator	Yes	No	Usualy
1	Plan	v		
2	Do	v		
3	Check	v		
4	Act	v		

Source: Research Observation Results in Gampong Lueng Bata

This method of educating children causes the child to often have disputes between parents and children, parents who still rely on advice-type methods to educate children, this makes children feel that they are often differentiated from other children. Parents should be wiser in situations to understand the wishes of the child, and not feel too right than the child, often assuming that the child does not know anything, thinks they are naughty.

However, not a few parents are able to behave according to the emotions that their children have, parents are able to control and direct their children in their own way without offending and making children feel burdened, this is further strengthened by the statement from Mr. Keuchik Gampong Lueng Bata who said that:

It's been very good here, and according to my understanding so far, parents actually continue to control whatever the child is doing, so that the emotional intelligence of this child can be controlled thanks to the presence of parents beside them, and the children will not do whatever they want, because they know their parents will not let their guard down on their

behavior, both inside and outside the home[39].

Based on the results of the interviews above, it is clear that the management of child care in Gampong Lueng Bata is not too far behind other gampongs. Because of this, the role of parents in managing early childhood parenting is quite successful, the parenting style adopted by Gampong Lueng Bata parents goes hand in hand with the child's growth.

Parents there really understand that their children must be monitored and cared for properly so they don't fall into associations that actually damage their emotional state, which later deviates from what is desired, therefore it is quite good if the current situation in Gampong Lueng Bata regarding parenting parents to the emotions of early childhood, it's just that parents there need a little direction or guidance to be wiser in dealing with children. This is further strengthened by the observations that the author made some time ago in Gampong Lueng Bata as shown in the following table.

Table 1.2 Observation

No	Indicator	Yes	No	Usualy
1.	Parenting management is able to shape children's intelligence well	V		
2	The way parents apply parenting is always considered effective for the emotional development of children			V

Source: Research Observation Results in Gampong Lueng Bata

Based on the table above, it can be understood that the ability of parents to manage parenting is quite good, it's just that parents need more in-depth guidance on this issue so they can be better able to deal with children's behavior who sometimes likes to test parents' sanity.

Furthermore, what parents must understand is the appropriateness of attitude when educating children, because after all, children will more or less imitate and follow whatever parents do, parents' habits in speaking must be careful when they are in front of children. because suitability is very important to pay attention to, because this is indeed the main thing that will

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[39] Mansue, Keuchik Gampong Lueng Bata Kota Banda Aceh, 2/10/2021

be required in helping to develop early childhood intelligence.

The author once interviewed one of the parents in Gampong Lueng Bata regarding the suitability of the attitude required in helping children to develop their child's emotional intelligence, and the answers I got were as follows:

For myself, the suitability of this attitude is quite correct, but it's still someone else who evaluates it. We have to deal with every problem that children face well, because children's needs are different from ours. So there must be cooperation between the two parents, and indeed it is in the parents that the child gets everything about his life, so the matter of conformity and incompatibility in my opinion is appropriate, the child must be under the control of the parents, and not the other way around[40].

From the results of these interviews the author can find out that the harmony that occurs in Gampong Lueng Bata regarding early childhood development can already be said to be in accordance with the standard demands of the role of parents, this is very necessary if it is considered because considering the number of parents educating their children who deviate from the guidance given by certain provisions, which results in shifting of values that were previously expected to be positive so that they turn into very negative things, so that parents must do it repeatedly in improving the emotional attitude of early childhood.

Conclusion

The place of the first education is in the parents (family) who have an important role in the education of their children, and this first education greatly influences the way of life of the child in the future. When talking about education in the family, the implementation of a good parenting system is a process that must be passed by parents. To be able to build emotional intelligence in children requires serious efforts from various parties, especially the family so that children have an independent spirit, are responsible and know from an early age to be able to distinguish between good and bad things, right and wrong, and what is right and wrong. with parenting management.

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[40] Tengku Nawi, Tengku Gampong Lueng Bata Kota Banda Aceh, 2/10/2021

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Wahyu Khafidah from Aceh Province is an undergraduate graduate (S2) of Islamic religious education (PAI) at Ar-Raniry State Islamic University (UIN) in 2014. A third degree graduate (S3) of Sultan Thaha State Islamic University (UIN) Jambi in 2014-2018. Currently working as a lecturer at Serambi Mecca University in Aceh,

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ISLAMIC STUDIES; LAW, ECONOMICS, AND EDUCATION IN RESPONDING TO PROBLEMS IN SOCIETY

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Education has role important in form character and thoughts individual since early. In the educational process, individual No only obtain knowledge and skills, but also acquire necessary moral and ethical values in life social. This is very important in form individual who has ability For think critical, behave ethical, and have empathy to fellow. In context social, educational as well give solution in overcome problems encountered society, like poverty, injustice, and conflict. Quality education can increase skills and abilities individual in obtain more work well, improve productivity, and improve quality life them. Besides that , education can too increase awareness and understanding public about rights them , as well give ability For participate in a manner active in life social .

Knowledge education can help in understand problems encountered _ community, and design appropriate educational strategies or programs For overcome problem the In matter this, science education too contribute in development curriculum relevant and effective education , as well development method innovative and creative learning. In today's global era this, various nations of the world have develop *knowledge-based economy* (KBE), which requires support man quality. Therefore , education _ absolute needed To use sustain development based knowledge. In context this, institution education should also work as center research and development, which produces products research the pre-eminent. Availability man controlling quality Science is very decisive ability nation in enter global competence and free market economy, as well demand Power competitive high . (Suryadi S., 2017)

Knowledge education also has important role _ in answer problem in society . With quality and relevant education , individual _ can become more independent, critical, and owned ability For participate in life social. because

that's important for We For understand and develop knowledge education as one solution For overcome problem in society. Activity education is activities that are fundamental, universal and even phenomenal .

It's called fundamental because position education as one instrument main and important in increase all potency participant educate become figure strength resource quality human for something nation. Called universal because of the educational process has done since man there , and arrived any time education will still there. There is a time called as revolution parents (education depend on parents), exist teacher revolution (education depend the role of the teacher), there is revolution books (educational depending on the book), and finally This We know revolution technology information (education almost part big taken over by role technology information specifically virtual world technology). If practice education that has enter revolution technology information This No managed in a manner well , then values humanistic education , got neglected , meaning will the more happen dehumanization in education (Moh. Wardi, 2013)

Education no just transfer knowledge knowledge to participant educate, but more from it, ie transfer value. Besides it is also Work culture that demand participant educate For always develop potential and power the creativity have it to stay endure live. one characteristic typical man is ability in educate and educate through activity education, in public element education and culture are two things it doesn't inseparable and mutually related . Education is activity from culture and is activity culture, on the other hand culture incarnate activities, systems and structures education. because it, fine public traditional nor modern always contain element trying education introduce and bring public to direction culture. Education becomes something instrument For transmit culture in society and generations new. besides it's Education also characteristic preserve culture, so can make children become cultured man (Abdullah, 2022)

In carry out activity education , science law can too run , got started and implemented with operate role important from knowledge law That Alone in the process of keeping security , order , justice in society , as well How knowledge law can give solution in overcome problems encountered _ public in field education . Law as object study knowledge knowledge has experience development since presence until moment now . So exotic "world" one This so that interesting attention many people for think about all

matter about about existence (Sugiri, 2008) . Knowledge law own very important role in guard security , order and justice in society . Law is something system consisting from rules , norms , and governing principles behavior man in life social . With exists law , society can life in conditions that are safe , orderly , and fair .

System law for modern education must is good law , in the legal sense the must reflects a sense of justice for the parties involved or regulated by law the . Law in education must in accordance with condition the society it governs. the law must made in accordance with specified procedure. _ Good law must can understandable or understood by the parties it regulates . Laws used in the world of education as well give literacy and effect positive on A norms that apply in the world of education (Prasetyo et al., 2019)

In context life social in activity education , science law can give solution in overcome problems encountered _ society , like conflict , no justice and crime . In matter this , science law can give contribution in development regulation relevant and effective legislation , and _ development mechanism enforcement effective and just laws . _ because _ that is , role knowledge law in answer problems in society are very important . Knowledge law can help in understand problems encountered _ community , and provide right solution _ For overcome problem the . In matter this , science law can too contribute in increase awareness public about rights them and give access more justice _ ok .

With understand and develop knowledge law as one _ solution For overcome problems in society , society can life in more circumstances safe , orderly , and fair . because that 's important for We For Keep going deepen knowledge law and develop mechanism enforcement effective and just laws . _ In perspective knowledge economics , indicators important in framework For analyze and deliver solution on problem the economy is facing public is how to process knowledge economy can give map or " *maps* " for activity allocation source limited resources in order to activity economy the can For fulfil need human who doesn't limited . In context society , science economy own role important in analyze problem the economy faced by society from small until medium to top , like poverty , unemployment , inflation , and inequality social .

In perspective knowledge economics , problems the can overcome with repair structure economy , increase productivity , and optimizing use

source existing power . Knowledge economy too give solution alternative in increase access public to capital, technology, and resources Power human needed For increase welfare. Besides that's science economy too _ give contribution in development policy more economy _ effective and efficient. In matter this , science economy can help government in take related decisions _ with policy fiscal , policy monetary , and policy trading For reach objective development sustainable and inclusive economy .

Problem economy is no problem inevitable will It happens to every individual , society , country and even the world. Problems , countries, even the world. Problem the usual economy public welfareab they reduced . Besides That unemployment is also problem the economy facing the country in generally as consequence from poverty That alone . The essence of problem the economy We understanding during This is need humans who don't limited whereas tool satisfaction need limited . Experts economy conventional call it as problem scarcity . The essence of problem our economy understanding during This is need humans who don't limited whereas tool satisfaction need limited. Experts economy conventional call it as problem scarcity. Scarcity or lack apply as consequence from imbalance between need public with available factors in society . (Fadilla, 2017)

Pandemic has bring such an impact big in the world economy society . During pandemic This happens , circumstances economy society in Indonesia of course experience various significant change . _ this Of course raises various phenomenon new in life everyday . Among them is increasing amount unemployment . Basically , numbers _ unemployment in the middle public Already Enough high . However matter This aggravated with happening pandemic . During pandemic happened , a lot subtraction power Work both in the formal sector and informal sector . Various existing company many people acting together laying off and also carrying out massive layoffs throughout his employees . Phenomenon loss various work This Of course it has a big impact on improvement number unemployment in Indonesia. increasing amount unemployment This participate as well as lower level income every layer public so that Can say well-being life society will too decrease during pandemic Not yet subsided . So that not amazed If number poverty participate increase along increasing number existing unemployment . _

During a pandemic , the perpetrators business must Can fulfil what really needed by society If want to the business Keep going walk . Between

many issue existing economy , issues will scarcity goods be one issues that arose moment pandemic . A number of goods suddenly become rare on the market moment pandemic . Even even if there is , then goods the for sale with no price naturally . Furthermore , the public also heard about service issues financial . Service - based economic enterprises financial they say will give relaxation for customers . News This Of course welcomed with Like aspirations by various layer public remember many perpetrator still economy own connection with credit , however threatened No Can walk Because loss income during a pandemic(ANRIVA, 2021)

Unemployment happen Because There is gap between provision field Work with amount power looking for work job . Unemployment is also caused by inequality information and expertise . In matter this , role knowledge economy in answer problems in society are very important . Knowledge economy can help in understand problems encountered community and provide right solution For overcome problem the . In matter this , science economy too contribute in increase well-being society and reduce inequality social . With understand and develop knowledge economy as one solution For overcome problems in society, society can life in more circumstances prosperous and fair. because that 's important for We for Keep going deepen knowledge economy and develop policy more economy effective and inclusive (Vanya Karunia Mulia Putri, 2022).

Solutions to problems in society in Islamic worldview

In Islamic worldview, problems in society can overcome through understanding and application principles Islamic law. Islamic Sharia includes whole aspect life , incl in matter finish problems and problems in society . In Islam, problems in society can also be overcome through spiritual approach . Islam teaches importance repair self myself and do change from in self . With repair self alone , someone can give influence positive in the environment and contribute in finish problem in society .

Islam offers solution problems in society through application principles Islamic law which includes principle fairness, ability think positive and critical , spiritual approach , solidarity social , and Cooperation, between other :

1. Enhancement good education and skills can help individual For increase ability they in look for decent and contributing work in growth economy .

2. Empowerment economy local Empowerment economy local can done with give access and support to businessman local in develop business them .
3. Provision service social and facilities general Provision service social and facilities common , like service health , clean water , and affordable transportation , can help public For increase quality life them .
4. Protection rights and security economy Protection rights and security economy can give certainty and stability for public in transact and invest .
5. Infrastructure development Infrastructure development, eg road highways, ports, and airports, can make it easy accessibility and connectivity between regions, which can increase efficiency and productivity economy .

Solutions to problems in society in view knowledge law

In view knowledge law, solutions problems in society can seen from perspective laws and regulations knowledge law between other :
1. Effective Law Enforcement can help overcome problems in society , such as crime , offence rights , and injustice .
2. Law and Judicial Reform can repair system no judiciary fair and not transparent .
3. Community Empowerment can done through education law , counselling law , and gift access more justice easy for society in need .
4. Collaboration between Government and Society can help increase effectiveness and engagement public in finish problems in society .
5. Monitoring and Evaluation to system justice and enforcement rules and regulations can help identify problem and deliver appropriate and effective solution .

Discussion about solution problems in society in view knowledge economy

In view knowledge economics, solutions problems in society can seen from perspective economics and management source efficient and effective power, between other :
1. Sustainable Economic Development can become solution For overcome problems in society with increase investment, productivity, and development sector potential economy like industry, agriculture , and tourism .
2. Development Qualified Human Resources can become factor important in overcome problems in society , with give access quality education and

training , as well development relevant skills and knowledge For job market needs .

3. Enhancement Quality Infrastructure like roads, bridges, airports and harbours can help increase accessibility and connectivity between regions. this can increase efficiency in transportation and logistics, as well help increase productivity sector related economy.

4. Effective Public Policy can help overcome problems in society, especially in matter redistribution income and equity access and opportunity .

5. Innovation and Technology can help increase efficiency and productivity in various sector economy, as well open opportunity new For development business and industry .

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REALIZING SKILLED AND PROFESSIONAL GRADUATES

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The era of super smart society (society 5.0) itself was introduced by the Government of Japan in 2019, which was made in anticipation of the turmoil of disruption due to the industrial revolution 4.0, which caused complex and ambiguous uncertainties (VUCA). In facing the era of society 5.0, the world of education plays an important role in improving the quality of human resources. In addition to education, several elements and stakeholders such as the government, Community Organizations (Ormas) and the whole community also contribute in welcoming the upcoming era of *society 5.0* . "To face the era of society 5.0, education units also need a change in the educational paradigm. Among them, educators minimize their role as *learning material providers,* educators become inspirations for the growth of students' creativity (Nurani, 2021).

Therefore, education activities are the most important sector in preparing Indonesia to become a developed country in the future, at least in 2025 as the end of the 2005-2025 RPJPN, Indonesian people will become intelligent and competitive people. And, one form of strategic decision from the government is to place enormous trust in elements of higher education to increase quality improvement nationally. In carrying out this decision, the government also prepares professional allowances, both teachers and lecturers, public and private (Rosyada, 2016) .

Higher Education is an educational unit that organizes higher education and can take the form of an academy, polytechnic, high school, institute or university. Universities are obliged to organize education, research, and community service. Higher Education aims to develop the potential of students to become human beings who are skilled and professional, have faith and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation (Etistika Yuni (Etistika Yuni Wijaya

et al., 2016). To create skilled and professional graduates, there are several things that can be done, namely:

A. Provide a curriculum that is relevant to the world of work

A curriculum adapted to the needs of the world of work will help students acquire skills and knowledge that are in line with the demands of the labor market. Some things that can be done to provide a curriculum that is relevant to the world of work are:

1. Communicate with industry: Communication with industry is an effective way to find out the skills and knowledge required by the industry. Thus, schools can adapt their curricula to suit the needs of the industry.
2. Form a research team: Conduct research on industry trends and developments, identify the skills and knowledge required by the world of work.
3. Adhering to standards imposed by industry: Adhering to industry standards is a way of ensuring that students gain skills that are recognized by industry. Universities can follow industry standards in curriculum development.
4. Provide technical skills programs: Providing industry-related technical skills programs can help students acquire the skills needed by the industry. This program can be in the form of a certification program training program and other training programs.
5. Researching the needs of the labor market: Universities can conduct research to find out the needs of the labor market in the local area or in certain industries
6. Involve practitioners in certain fields: Universities can invite practitioners or experts in certain fields to provide input on curricula that are relevant to the world of work.
7. Provide certification programs: Universities can provide certification programs for certain skills or knowledge needed in the world of work.
8. Conduct a labor market needs assessment: Universities can conduct a labor market needs assessment to find out the types of skills and knowledge currently needed by the industry.
9. Involve the industry in the preparation of the curriculum: Universities can involve the industry in the preparation of the curriculum. This can

be done by inviting practitioners and experts from the industry to provide input and suggestions.

10. Integrating technology: Universities must integrate technology into the curriculum, because technology is becoming increasingly important in today's world of work.

11. Applying a practical learning approach: Universities must apply a practical learning approach to help students understand and master the skills and knowledge needed in the world of work.

B. Provide skills training

In addition to the curriculum, providing skills training is also important to help students acquire the skills needed in the world of work. Skills training can be in the form of soft skills training, such as communication, collaboration, and leadership skills, as well as hard skills training, such as technical skills needed in certain fields. Providing a curriculum that is relevant to the world of work is one of the keys to producing skilled and professional graduates. Curriculum that is relevant to the world of work prepares students to enter the labor market with the appropriate skills needed by the industry (Abivian et al., 2016) .

Some things that can be done to provide a curriculum that is relevant to the world of work are:

1. Provide skills training programs: Universities can provide skills training programs outside the curriculum that provide additional skills training. Skills training can take place on campus or through on-the-job internship programs.

2. Involve experts or practitioners in training: Universities can invite experts or practitioners from the industry to provide skills training to students. This can help students understand the skills needed in the world of work and improve the skills they have.

3. Applying a practical learning approach: Universities must apply a practical learning approach in skills training. In technical skills training, students must be given the opportunity to practice and perform tasks related to these skills.

4. Encouraging student participation: students should be encouraged to actively participate in skills training. This can be done by giving assignments or projects related to the skills being learned.

5. Implement measurement and evaluation: Tertiary institutions must implement measurement and evaluation to find out how far students have mastered the skills being taught. This evaluation can be done by giving assignments or exams related to the skills learned.

6. Identify skills needs: Tertiary institutions must identify student skill needs and ensure that the training provided can meet these needs. The skills required can vary depending on the field or industry being pursued.

7. Provide a variety of training programs: Universities must provide a variety of training programs to meet the skills needs of students. Training programs can be in the form of workshops, seminars, online training, and so on.

8. Engage experts: Universities can engage experts from industry or the local community to provide skills training. These experts can provide different views and are based on direct experience in the world of work.

9. Measuring the effectiveness of training: Universities must measure the effectiveness of the training provided. This can be done by evaluating whether the skills taught have been applied in real life or assist students in achieving their career goals.

10. Facilitating independent skills development: Apart from providing training programs, higher education institutions can also facilitate independent skills development for students.

11. Soft skills: Soft skills such as communication, collaboration, leadership, and decision-making skills are very important in the world of work. Soft skills training can help students acquire these skills and improve their interpersonal skills.

12. Technical skills: Technical skills such as software and hardware operation skills, data analysis, web development, and graphic design are also highly demanded in the world of work.

C. Holding internships or work practices

Internships or work practices are an effective way to prepare students for the world of work and provide real experience in the work environment. In internships or work practices, students will be able to learn skills and experiences that are difficult to obtain on campus. To hold internships or work practices, tertiary institutions can work with companies or organizations related to the majors taken by these students.

Universities can also (even obligatory) assist students in finding and registering for these internships or work practices, as well as provide guidance and supervision to ensure students get the proper benefits from the experience. Through internships or work practices, students can gain invaluable skills and experience in their preparation to enter the labor market. This can help them be better prepared to face challenges in the world of work and build a successful career in the future (Budiana, 2022) .

Holding internships or work practices is also a very effective way to help students gain skills and work experience relevant to the world of work. In an internship or work practice program, students can learn directly from work experience in the industry, see how companies operate, and apply the knowledge and skills they have learned on campus.

Following are some of the benefits of internships for students:

1. Learn practical skills: internships can help students learn practical skills that are difficult to learn on campus, such as teamwork, time management, and interpersonal communication skills.
2. Gain work experience: internships can provide students with valuable work experience, so they are better prepared to enter the job market after graduation.
3. Build a professional network: through internships students can build a professional network with people in the industry that they may find useful in the future.
4. Finding career interests: internships or internships can also help students find their career interests and consider whether a particular career matches their interests and skills.
5. Expanding the network: students can expand their professional network through internships or work practices, meet with people in the industry who can provide insight and career opportunities in the future.

D. Provide career guidance

Career guidance is one of the important things that can be done by tertiary institutions to help students prepare themselves to become skilled and professional. Career guidance can help students make the right career choices, develop the skills needed, and plan their career paths. In providing career guidance, tertiary institutions need to pay attention to the needs and interests of students/I, as well as updating information about existing career opportunities. With effective career guidance, students will

be better prepared to enter the workforce and better plan for their future. Career guidance is one of the efforts to help students prepare themselves to enter the world of work. Through career guidance, students can explore their interests and talents, find areas of work that suit their abilities and interests, and prepare themselves to look for work (Hoesny & Darmayanti, 2021).

Here are some things that universities can do in providing career guidance:

1. Career counseling: Universities can provide career counseling services to help students evaluate their interests, values, and skills, and help them make the right career choices.

2. Career information: Universities can provide information about career opportunities and educational requirements needed for various types of jobs. This information can help students make the right decision about the career path they want to take.

3. Skills training: Universities can provide skills training that is relevant to the careers that students are interested in, such as communication skills, time management skills, and technical skills needed in certain jobs.

4. Connecting with alumni: Universities can connect students / I with alumni who are already working in fields of interest to students / I. This can help students gain insight into work and expand their network.

5. Assist in making career plans: Universities can help students make clear and directed career plans, taking into account the student's skills, interests, and grades, as well as available career opportunities.

E. Facilitate self-development

Facilitating self-development is important in the world of education, because it can help students develop their potential to the fullest and prepare themselves to face challenges in the future. Self-development includes various aspects, such as social skills, leadership, communication skills, creativity, and so on. Develop their skills and potential to the fullest, so that they are ready to face by facilitating students' self-development, schools can help students face future challenges and prepare themselves to enter the world of work. Facilitating self-development is very important for schools to help students develop and reach their full potential. Self-development can include developing social skills, leadership, creativity, and so on. By facilitating self-development, schools can help students

become more confident, independent, and ready to face future challenges (Abivian et al., 2016)

Some things that schools can do to facilitate students' self-development are:

1. Organizing extracurricular activities: extracurricular activities such as language clubs, theater clubs, sports clubs, and so on can help students develop creative, leadership, and social skills. Through this activity, students can also learn to work together in teams and develop skills that can be useful in the future.

2. Provide access to diverse educational resources: Schools can provide access to educational resources such as books, magazines, videos, and websites that can help students develop new skills and acquire a broader range of knowledge.

3. Organizing seminars and workshops: Schools can hold seminars and workshops on specific skills such as presentation skills, writing skills, and communication skills that are useful for the future career development of students.

4. Provide access to mentors or coaches: Schools can provide access to mentors or coaches who can assist students in self-development. Mentors or coaches can guide students in acquiring skills and preparing for the future.

5. Encourage student participation in work experience programs: Schools can encourage students to take part in work experience programs, such as internships or internships, which can help students gain practical experience and gain insight into the world of work.

6. Give awards and appreciation: Giving awards and appreciation to students who excel can help increase students' self-confidence and motivate them to continue to grow.

7. Providing academic guidance: Academic tutoring can assist students in improving their academic performance. Students can get help to overcome learning difficulties, get advice on effective learning strategies, and get information about self-development programs available at school.

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