



Exploring Lecturers' Attitudes in Online Learning : Phenomenological Studies at Private Islamic Colleges in South Sumatra

Muhamad Faizul Amirudin^{1*}, Aflatun Muchtar², Abdurrahmansyah³

^{1*}Islamic Religious Education, Postgraduate Program,
Universitas Islam Negeri Raden Fatah Palembang

^{2,3}Universitas Islam Negeri Raden Fatah Palembang

*Corresponding Author. Email: amirudin.mfgcf@gmail.com

Abstract: This study aims to explore the attitudes of lecturers in online learning in the environment of the South Sumatra Private Islamic Religious University. The research method used is qualitative with a phenomenological approach. The subject of this study is a lecturer who teaches at the South Sumatra Private Islamic Religious College and the chairman of the PTKIS South Sumatra Forum. Data collection techniques through interviews, observation and documentation. Data analysis uses the model formulated by Creswell, first reading the entire data, second doing coding, third applying the coding process, fourth describing the theme to be presented in the qualitative report, and fifth interpreting the data. Based on the results of the study, it was found that online learning has not been accepted as an ideal learning system because it is considered ineffective to be implemented in the environment of the South Sumatra Private Islamic Religious University. This is caused by several factors, namely, 1) inadequate digital infrastructure and financial capabilities, 2) lecturers' technological competence that has not been maximized, 3) A more emphasized factor is the desire to maintain a face-to-face system to maintain an emotional or inner connection between lecturers and students that is considered better than virtual interaction. Islamic education actually has dynamic principles that open up opportunities to adapt to the development of science and technology. Suppose it relates to curriculum, media or learning tools and methods. Then the solution is to use a blended learning model.

Article History

Received: 02-01-2023

Revised: 03-02-2023

Accepted: 19-02-2023

Published: 16-03-2023

Key Words:

Lecturer Attitude; Online Learning; Technological Competence.

How to Cite: Amirudin, M., Muchtar, A., & Abdurrahmansyah, A. (2023). Exploring Lecturers' Attitudes in Online Learning: Phenomenological Studies at Private Islamic Colleges in South Sumatra. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 9(1), 121-131. doi:<https://doi.org/10.33394/jk.v9i1.7044>



<https://doi.org/10.33394/jk.v9i1.7044>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Advances in digital technology have changed various aspects of human life, not only the business and manufacturing worlds are affected, but also the way we live, work, and relate to each other (Arjunaita, 2020). This is the fourth phase (4.0) of an industrial revolution that has brought digitalization and automation to combine the internet with manufacturing (Asep Supriatna, 2018), which Schwab sees as a time of more admirable and integrated technology-technology that is causing changes in society and the global economy (Schwab, 2019). This change has also shifted the field of Islamic education in Private Islamic Religious Universities (PTKIS). The presence of cyber technology entering the human lifestyle gave rise to the term education 4.0 which is a description of various ways to integrate cyber technology both physically and not into learning (Surani, 2019). Schwab mentioned the hallmarks of the digital revolution, namely the internet is increasingly widespread and compact, artificial sensors are getting smaller and stronger at lower prices, and with artificial intelligence and learning machines (Schwab, 2019). Actually, it is not only learning that is integrated with cyber technology including integrated service and information systems,

Jurnal Kependidikan Vol. 9, No. 1 (March 2023)



research publications and Community Service has also shifted from conventional to all-digital and online.

The experience of online learning during the Covid-19 pandemic in 2020 surprised many educational institutions ranging from elementary school to university levels. This is due to the readiness of Human Resources, digital infrastructure, and inadequate management systems and financial capabilities in most universities (Subijanto dkk., 2021). Due to pandemic conditions, PTKIS is required to carry out Remote Learning or online as well as blended learning both web-based and the latest applications such as whatsapp, zoom meeting, google classroom, google meeting and so on. By using various kinds of media, the learning process can be carried out without having to be present face-to-face. Distance learning or online is actually not something new anymore in the world of higher education, even the government has made policies and regulations since 2012 before the Covid-19 pandemic. Among the regulations on PJJ is Law No. 12 of 2012 concerning Higher Education part 7 article 37 which states "Distance education is a teaching and learning process carried out remotely through the use of various communication media" (Presiden Republik Indonesia, 2012). Furthermore it is specifically regulated in the Minister of Education and Culture number 24 of 2012 concerning the implementation of distance education in higher education (Permendikbud, 2012).

Based on some of the regulations above, online learning actually existed long before the Covid-19 pandemic in 2020. However, as a whole, the leaders and lecturers at PTKIS are only aware of the rapid advancement of digital technology. After the end of the COVID-19 pandemic, digital learning is also considered to be over. This is based on personal experience as a lecturer and observation at several PTKIS in South Sumatra. In fact, if you look at the current context, changes in perspectives, roles, and relationship patterns give rise to several characteristics of society, namely a technological society, open society, and civil society (Oviyanti, 2016). This means that the demands of digitalization of learning are not only during a pandemic, but it is necessary to build a digital culture so as not to be left behind by the times. Islamic education itself is required to adapt or adapt to the changes that occur while still relying on the principles of Islamic education, namely the principle of integration, balance, universal and dynamic (Nizar, 2009). On the dynamic principle, it is not frozen in its goals, curriculum and methods, but strives to renew itself and develop in accordance with the times. But it still stands on the principle of integration of the afterlife and a proportional balance between the spiritual body, theory and practice, as well as the *aqidah*, *akhlak* and *syari'ah*.

The adaptability and selection of various demands in the digital era are the responsibility of education practitioners in the PTKIS environment. A comprehensive understanding and strong leadership need to be the basis for maintaining and developing Islamic education to remain dynamic and in accordance with technological developments. There are three groups of Higher Education according to Mubarak in the current digital era, *first*, the group that fully accepts so that it is willing to change the education system fully digitally, *second*, the group that refuses completely so that it still maintains the old system, and *third*, the group that is selective towards digitalization, meaning that there are some who are willing to change and some who are not (Mubarak, 2018b). The choice of the three above depends on the policy determinants of each university in accordance with its understanding and ability to the opportunities and challenges caused by advances in digital technology. Rapid developments in the field of technology, information flooding through various media, developments in science, psychology, and the transformation of cultural values. So that it has an impact on changes in the way humans look at humans, the way of looking at education,



changes in the role of parents, educators (teachers/lecturers), as well as changes in the pattern of relationships between them (Mulyono & Wekke, 2018).

The changes brought about by technology do not have a positive impact on them. In the perspective of the theory of social disruption, Fukuyama states that "not all the consequences of new technological developments are positive, the emergence of two serious disorders, namely weakened social ties and fading common values that become social capital. According to him, these various impacts will cumulatively cause a great disruption to social life (Fukuyama, 2010). Social disturbances that risk degrading civilization because civilized society cannot exist without close social ties and the existence of values (cultural, social, moral) as social capital (Ohoitumur, 2018). In the context of learning, social relations are established between educators (lecturers) and students through interactions between the two in the classroom and the Higher Education environment.

The positives and negatives of the impact of advances in digital technology must certainly be addressed wisely in Islamic education. Whether digital learning in online is accepted as an ideal learning system or vice versa? This question will be answered in this study, with the aim of exploring the attitudes of lecturers in online learning in the PTKIS South Sumatra environment. This needs to be done because the presence of technology in education that has begun to shift the learning system needs to be studied for its advantages and disadvantages. Based on the experiences of lecturers during online learning, it is hoped that they can find a match or gap between the demands and the reality that occurs. So that the results of this study can be a basis for determining the learning model policy that will be implemented in the future in accordance with technological developments and the context of PTKIS South Sumatra.

Research Method

The method used by this research is qualitative with a phenomenological approach (Hamzah, 2020) by exploring the meaning behind the text obtained through interviews, observations, and documentation (Hamzah, 2019). The objects of the study are PTKIS in South Sumatra and the subjects in this study are lecturers who teach at PTKIS and other related parties such as the chairman of the PTKIS South Sumatra Forum. Informants will be taken purposively according to the purpose and objectives of the study. In the qualitative method does not emphasize the number or representativeness, but rather on the quality of information, credibility and wealth of information possessed by informants or participants (Raco, 2010).

The data obtained are then analyzed with the model formulated by Creswell, *first* by processing and preparing the data for analysis. This stage researchers start from typing field data, transcribing interview results, scanning, sorting and compiling data into different types. *Second*, reading the entire data is that the researcher constructs a general sense of the information obtained and reflects on its meaning as a whole. *Thirdly*, coding the collected data, at this stage part of organizing the data from the pieces of the text part or part of the image and writing down the categories within the boundaries. *Fourth*, the implementation of the coding process to describe the settings (realms), people (participants), categories, and themes to be analyzed. *Fifth*, it shows how the descriptions and themes will be re-presented in a narrative or qualitative report. *Sixth*, interpret or interpret the data (Creswell, 2016).

Results and Discussion

Education will be considered a failure if there is no change in the individual learners, whether a change in knowledge, attitudes or skills. In order for this change to occur, one of

the activities carried out is learning. Learning is a process of interaction between students and educators and with learning resources in a learning environment (Pratiwi Barnadetta Purba, 2021). Furthermore, Law Number 20 of 2003 concerning the National Education System explains that learning is the process of interaction between students and educators or learning resources in a learning environment (UU No. 20 Tahun, 2003). In the process of interaction, educators have an important role as people who plan and organize learning to match the results or goals achieved. The arrangement involves several components of learning such as educators, learners, objectives, materials, methods, media or tools as well as the evaluation used (Dimiyati & Mudjiono, 2009). In the learning process, all components must be used because they are interrelated between components, if one of the components is not used, then learning will not be effective (Pane & Dasopang, 2017). From a good interaction process, then learning activities occur for students who are expected to be able to provide learning outcomes that are in accordance with the phase of student development. Changes in interaction patterns from face-to-face to virtual interaction have different impacts on the relationship between lecturers and students. Because the separation in online learning is actually not only a geographical and time separateness, but there is also a psychological separation and communication (Belawati, 2019).

Conservative and Selective Attitudes in Online Learning

Interaction in learning has shifted when advanced digital technology is present, where interactions that were previously carried out face-to-face and facing each other turn into interactions in virtual form. Digital learning in full online form carried out during the Covid-19 pandemic left its own experiences for lecturers in the PTKIS South Sumatra environment. The attitude of lecturers in online learning can be described from the results of the following interviews;

Table 1. Attitudes and Behaviors towards Online Learning

| Informant | Attitude | Reason | Behaviour |
|------------------|--|--|---|
| 1 (AS) | - Still delicious face-to-face (Sutrisno, 2021) | - There is non-verbal communication established - No network interference | Online 80% face-to-face 20% (due to the covid-19 pandemic otherwise then 100%) |
| 2 (SH) | - More effective, efficient, tasty, comfortable, more face-to-face (Suhendi, 2021) | - Can't express widely - typical of students who mess around while studying and working on online assignments | face-to-face learning (because it is already a green zone) |
| 3 (AF) | - For its effectiveness prefer offline (Fikri, 2021) | - These students are in the center of sub-districts and villages constrained by signals and packages | This odd semester we are already 80% offline (because covid-19 pandemic if not then 100%) |
| 4 (TS) | - Be grateful to have been allowed face-to-face (showing the choice of face-to-face rather than online)(Sakni, 2022) | - Students who are in areas with difficulty signaling | Learning is already face-to-face |
| 5 (ZA) | - If learning is still good to stare at (Abidin, 2022) | - Students whose signal reasons are not there, the quota is running out, or the voice is | face-to-face |



| | | | |
|--------|--|---|--|
| 6 (FY) | - The pingin remains face-to-face (Fitriyani, 2022) | intermittent - has not been supported by the competence and order of lecturers. | lectures are conducted face-to-face |
| 7 (OA) | - Actually, I don't agree with online, but because of these circumstances, what can I do (Alexander, 2022) | - learning is not optimal | Learning is carried out face-to-face |
| 7 (CS) | - Adjusting to your needs (Satria, 2022) | - There is social interaction with friends | For students who are indeed focused on the effective lecture period they are concerned offline |
| 8 (AM) | - Online or online learning is less effective (Salim, 2022) | - among them there is a little confusion in practicum - The need for an inner (emotional) connection | Learning is still being carried out online due to pandemic rules |

From the attitudes of PTKIS lecturers who are studied in the context of teaching, they understand that there are important elements in teaching that cannot be replaced by current technology to achieve educational goals, namely social relationships or what he calls inner relationships that are part of the heart, and human feelings. So, the lecturers at PTKIS South Sumatra still want face-to-face learning instead of online. This is due to several factors that influence this attitude according to the context and experience that informants have experienced for online learning. Various obstacles and problems that are considered to be obstacles in implementing online learning are factors for the response to reject. Such as the uneven distribution of the internet network to student areas, student learning motivation, non-existent emotional connections, limited classroom management, and lecturer competence in digital learning. The following will be discussed one by one from these factors.

Digital Infrastructure and Financial Capabilities

Online learning requires adequate infrastructure, one of the most decisive infrastructures is the internet. some of the essential facilities that the Internet provides can be used for the internal needs of the organization such as providing organized information and communication. The internet is a medium used to interact and share information anytime and anywhere (Munir, 2017). The internet can be used in digital learning with the addition of a computer/laptop or smartphone so that it supports learning activities either in the form of mobile learning or web learning. However, the problem is that the demographics of PTKIS in South Sumatra are not yet comprehensive with internet networks, so that the interactions that are built are not effective. Some areas that are still constrained by the internet network are students who live in remote areas such as the Sekayu, Pagar Alam, Lahat, Musi Rawas Utara areas. For students who live in the regency or sub-district city area, they can already use the internet network, but for students who live in villages or hamlets and far from the regency or sub-district city, they still have limited internet network availability. This was revealed by the informants to be the reason why the effectiveness of digital learning has not been maximized so that they choose to learn face-to-face/offline. For its own internet facilities, PTKIS in South Sumatra has different strengths, but overall it already has wifi as a lecturer and student

facility on campus. The difference in internet power can be seen from PTKIS in South Sumatra, there are only 6 that have an integrated information system.

Another factor that causes this difference is the financial ability of PTKIS, which is still not well established. Because almost all financial resources still depend on student donations. So for technology investment for PTKIS, which is still small, it is quite heavy, considering that there are not a few costs that must be incurred. Finances from the student side are constrained by the cost of data packages which are quite draining if learning is carried out online. Because based on information from informants, most students come from the lower middle class of economics, and sometimes still get stuck in tuition payments. Indeed, it needs to be a separate consideration in terms of the costs made in digital learning, whether it is cheaper or more expensive. *Because the factor of interest in digital technology is cheaper, simpler, smaller, and, frequently, more convenient to use* (Christensen, Raynor, & McDonald, 2015).

Lecturer's Digital Technology Competence

The era of the industrial revolution 4.0 gave birth to various digital technology innovations that demanded the competence of educators to adapt. Learning by utilizing technology can improve the competence of students according to the demands of the 21st century. In addition, the use of technology in learning can also increase the effectiveness and meaningfulness of learning (Rahayu, 2022). So the importance of Technological Knowledge which includes knowledge using technology, ranging from simple technology such as pencils, whiteboards to advanced technologies such as the internet, software, hardware as well as the ability to adapt and learn new technologies in the context of education (Rosyid, 2016). One of the informants revealed that he did not want online learning because it was not supported by the competence of lecturers. Technological Knowledge is not only for lecturers but also for students. No matter how complete the infrastructure built will not be useful if it is not supported by HR competencies. So in the implementation of digital learning, it cannot be separated from internet technology as the main infrastructure and human resources. Quoting from the online learning booklet (Sumantri, Anggraeni, & Dkk, 2020), dividing universities by infrastructure and Human Resources into 4.

Table 2. Quadrants of Universities Organizing Digital/Online Based on Infrastructure and Human Resources

| | |
|---|--|
| 3 | 1 |
| Lecturers are able to compile printed or multimedia teaching materials. There is internet access | There is internet access. Lecturers and students are able to use LMS (<i>Learning Management System</i>) |
| 4 | 2 |
| Lecturers have not been able to compile printed teaching materials or multimedia There is internet access. | Lecturers and students are not yet able to use LMS (<i>Learning Management System</i>). no internet access |

From the picture above, universities that are eligible to organize online learning are on the condition that quanda number 1, and some can be applied by quandary number 2. This means that the pressure point is on Human Resources and its infrastructure to support online



learning properly. If the two elements have not been met, it is difficult to achieve effectiveness and efficiency in learning.

Fading of Inner Relationships or Emotional Connections

The tendency to continue to carry out face-to-face learning when the COVID-19 pandemic ends at PTKIS South Sumatra is very large. It is based on informants that in the context of learning there is an important element that cannot be replaced by current technology to achieve educational goals, namely social relationships or what he calls inner relationships that are part of the heart, and human feelings. So personally the leaders and lecturers at PTKIS South Sumatra still want face-to-face learning rather than online (Pimpinan dan Dosen, 2022). The reason for the taste or emotional aspect is considered missing which is the basis for the conservative response. Digital transformation in the learning system has not been considered effective for building emotions between lecturers and students. Referring to Fukuyama's opinion (Francis Fukuyama, 2000) Where technological innovation in a disruptive context results in weakened social ties and fading shared values that become social capital will be a great disruption in social life as a result of. Such fundamental changes in extreme conditions can lead to a "death of the social".

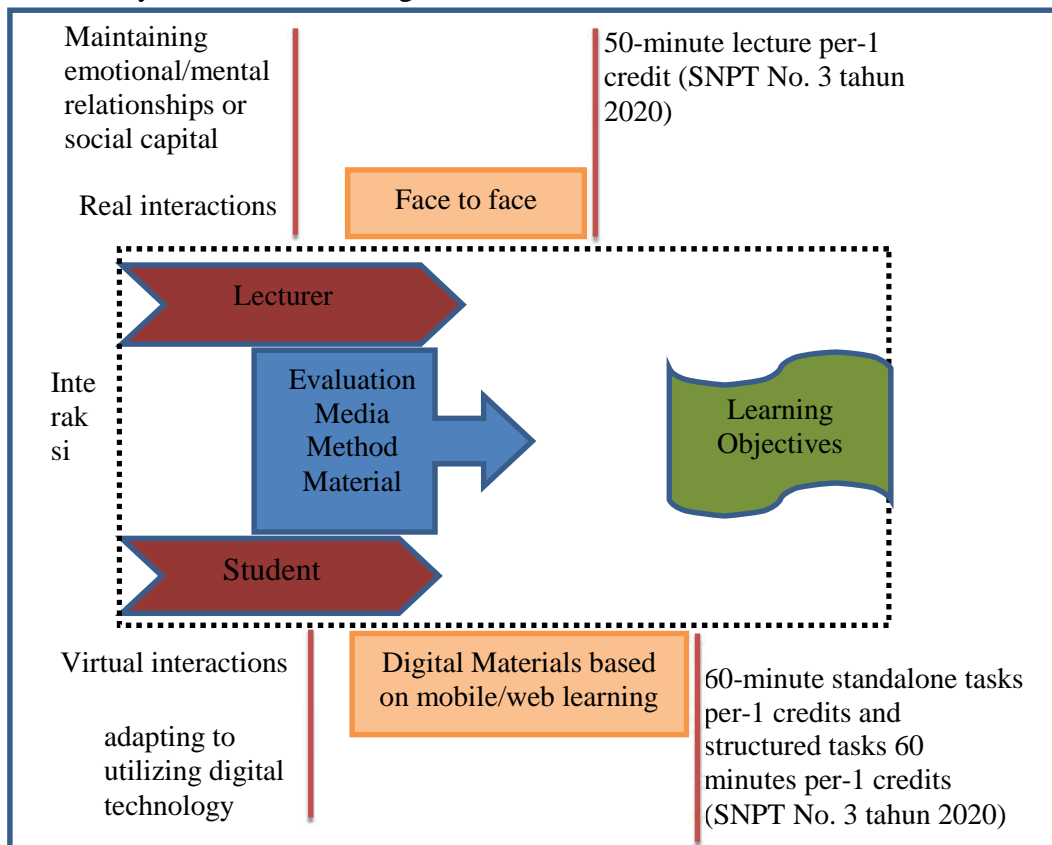
Indeed, when learning is carried out online, students will lose the social environment of education at PTKIS. The educational environment is one of the factors that determine the achievement of educational goals and an important element in the learning process (Prayitno, 2009). Because in this environment students get along with many people which further causes a socio-emotional relationship that will affect the student's mentality and subsequently on the learning process and results he undergoes (Prayitno, 2009). Of course, it will cause different socio-emotional relationships if the association is only through virtual without any real touch from humans as educators, and that is expected the socio-emotional relationship to be in a positive direction. This is a pressure point in building the mentality of students, which in essence the relationships carried out can lead to a better direction in the educational process. Human emotional development becomes one of the aspects of educational goals. Advanced technology is considered unable to replace the human figure as a whole in the learning process. Because not all human roles in education can be replaced by technology, such as the heart (emotions), taste, character that educators have, and human language that is not owned and different from technology (Mubarak, 2018b). The emotional and moral development of students is still debated when learning online. Because the purpose of education is not only cognitive and psychomotor aspects, but also affective. For this reason, it requires appropriate learning strategies and methods to achieve these three domains. Is learning effective for the purpose of learning from all three domains? of course it is relative, depending on the ability of human resources and the completeness of infrastructure, as well as the characteristics of students as learners. However, one moderate offer of the two digital/online and offline learning systems is blended learning as a selective effort towards digital technology.

Online/Digital Versus Offline/Manual in Learning at PTKIS

Learning with digital/online and manual/offline systems is actually not what should be contested. Each of these systems has its own advantages and disadvantages. It remains only how we concoct the two so that they become methods and tools in the context of learning to help achieve educational goals. So the participation of lecturers in developing technological competencies is a must, considering that the development of digital technology in the current era is no longer unstoppable. So that it becomes a demand in various human activities including in education to use digital technology in learning. According to Munir, digital learning as a medium has three functions in learning activities, namely as a

supplement, complement, and substitution (Munir, 2017). Even if it is not possible for online learning to be carried out, lecturers can use digital learning as a supplement or complement.

When making digital learning as an addition or complement, there will be adaptation in the development of technological capabilities from both parties, namely students and lecturers. Its implementation can be in accordance with the 2020 National-Higher Education Standards. Where in 1 credit in the form of lectures, response, tutors consist of 50 minutes face-to-face, 60 minutes of independent assignments, and 60 minutes of structured tasks (Kementerian Pendidikan dan Kebudayaan, 2020). If you want to use face-to-face to build emotionally, lecturers and students can use 50 minutes per credit in full or 50% face-to-face and 50% through video conference. As for structured tasks and independent tasks, they can take advantage of the role of digital technology by replacing material in the form of paper or books into e-books, slides, pdfs, videos or audio. The material is presented in the form of a single file or material per meeting based on web learning or learning applications that can be accessed at any time by students. So digitization can start by changing digital materials or content without having to completely eliminate face-to-face in the classroom. With digital content, it will enrich student learning resources not only from lecturers, but various information can be accessed through search engines such as Google, Youtube, and others. It remains only how the readiness of lecturers to design and manage the digital content so that learning goals can be achieved. The following is presented a form of digital / online learning in the lecture system without having to eliminate face-to-face;



Draw 1. Digital Learning in Lectures (Forms of Blended Learning)

Processed from SNPT No.3 of 2020 and (Mubarak, 2018a)

The willingness and ability of lecturers are the main factors in designing the learning mix. Related to student competencies need familiarization and improvement of ability and understanding in using digital technology in learning. So that what is feared for the loss of



inner or emotional connection can be resolved without having to reject digital technology in learning. In the context of Higher Education it is almost impossible to avoid changing approaches, strategies, models, and digital-based learning media. The importance of technological literacy and data literacy that must be mastered by lecturers and students in the era of the Industrial Revolution 4.0. to stay able to adapt to changes (Mubarak, 2018a). Technological literacy is needed in responding to changes in digital learning. However, technological literacy is a scourge for some generations who are old and do not want or be able to use it. Technological literacy is a demand in the digital era so that humans can wisely and correctly utilize technology. hence the importance of developing soft skills for human resources at PTKIS on technology so that they are not confused and able to control technology. Because sooner or later demands both from government regulations and from advances in digital technology itself will require human resources to continue to be able to adapt.

In addition to technological literacy, competence in data literacy is needed. In the digital era, we can see and access millions or even billions of data scattered through the internet network every day. We need various kinds of data for the purposes of planning, analysis or evaluation related to the decisions to be taken (Rahzen, 2021). If we are unable to search, read, filter, and analyze scattered data then we will be far behind others. Conservative attitudes will not stop the shifts in the digital learning system now and in the future, what is needed is a selective attitude. By taking some parts to adopt and maybe some not. When we deify technology and data and then ignore the human side as literacy, it is likened to us processing like a rigid robot without having emotional and spiritual sensitivity in carrying out tasks. Technology and data are important but do not leave human literacy so that we become humans who have comprehensive competencies both in terms of affective, cognitive, and psychomotor.

Likewise, harmony with the implementation of Islamic education, because PTKIS is one of the Islamic educational institutions that must hold several principles in the formation of Islamic Education institutions; First the principle of man's liberation from the threat of misguidance that plunges man into hellfire (Q.S At-Tahrim [66]: 6), The second principles of amar ma'ruf and nahi munkar and freeing man from the shackles of inequality (Q.S Al-Imran [3]: 104 & 110, The three principles of developing thinking power, reasoning, taste power so that they can create creative students and can function their creativity, taste and taste (Tafsir, 2006). On the third point, this is the importance of the learning process by meeting face-to-face where there is a sense that technology cannot reach in the learning process. Learning is part of a series of education itself and education is basically not only a transfer of knowledge, but also values. Values in relation to Islamic education consist of two approaches, namely ethics and aesthetics which provide meaning that the object of study and the series of processes carried out must have values and not damage existing values, both human values, and divine values (religion) (Ilham, 2020). Human values (*insaniyah*) and divine values (*ilahiyah*) are how aligned in a balanced way. At the level of human values, this is what is dynamic in adjusting to the developments that occur.

Conclusion

Based on the results of the study, it was found that online learning has not been accepted as an ideal learning system because it is considered ineffective to be implemented in the environment of the South Sumatra Private Islamic Religious University. This is caused by several factors, namely, 1) inadequate digital infrastructure and financial capabilities, 2) lecturers' technological competence that has not been maximized, 3) A more emphasized



factor is the desire to maintain a face-to-face system to maintain an emotional or inner connection between lecturers and students that is considered better than virtual interaction. Islamic education actually has dynamic principles that open up opportunities to adapt to the development of science and technology. Suppose it relates to curriculum, media or learning tools and methods. Then the solution is to use a blended learning model.

Recommendation

Efforts are needed to grow a digital mindset or awareness of managers, lecturers, and education staff about the benefits of using digital technology for their performance and for the development of PTKIS in South Sumatra. This can be done by providing training in improving the digital competence of managers, lecturers and education staff. For lecturers, it is necessary to start using digital facilities from simple as a learning medium for the effectiveness of delivering digital material. If you are worried about the fading of the emotional connection between the two, it can be done with a blended learning model. Where online learning is carried out without eliminating face-to-face meetings. For PTKIS managers or leaders, it is important to invest in digital technology to facilitate the implementation of education in the current era, due to various advanced technological developments that have gradually caused shifts in the education system.

References

- Arjunaita. (2020). Pendidikan di Era Revolusi Industri 5.0. *Prosiding Seminar Nasional Program Pasca Sarjana Universitas PGRI Palembang*, 0. <https://jurnal.univpgri.palembang.ac.id/index.php/Prosidingpps/article/view/3801>
- Asep Supriatna. (2018). Kegiatan Lesson Study sebagai Upaya Guru untuk Menemukan Pembelajaran yang Memenuhi Keperluan Anak Hidup pada Zamannya (Era Revolusi Industri 4.0). *Seminar Nasional Edusaintek FMIPA UNIMUS*.
- Belawati, T. (2019). *Pembelajaran Online*. Tangerang Selatan: Universitas Terbuka Kementerian Riset, Teknologi dan Pendidikan Tinggi.
- Christensen, C. M., Raynor, M. E., & McDonald, R. (2015, Desember 1). What Is Disruptive Innovation? *Harvard Business Review*, (December 2015). <https://hbr.org/2015/12/what-is-disruptive-innovation>
- Creswell, J. W. (2016). *Research Design Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. diterjemahkan oleh A. Fawaid & R. Kusmini Pancasari, 4 ed. Yogyakarta: Pustaka Pelajar.
- Dimiyati, & Mudjiono. (2009). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Francis Fukuyama. (2000). *The Great Disruption*. Yogyakarta: Qalam.
- Fukuyama, F. (2010). *Trust*. Yogyakarta: Qalam.
- Hamzah, A. (2019). *Metode Penelitian Kualitatif "Rekonstruksi Pemikiran Dasar serta Contoh Penerapan Pada Ilmu Pendidikan, Sosial, dan Humaniora."* Malang: Literasi Nusantara.
- Hamzah, A. (2020). *Metode Penelitian Fenomenologi "Kajian Filsafat dan Ilmu Pengetahuan."* Malang: Literasi Nusantara.
- Ilham, D. (2020, Juni 9). Persoalan-Persoalan Pendidikan dalam Kajian Filsafat Pendidikan Islam | Didaktika: Jurnal Kependidikan. <https://jurnaldidaktika.org/contents/article/view/22>
- Kementerian Pendidikan dan Kebudayaan. *Permendikbud Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi*. , (2020).



- Mubarak, Z. (2018a). Blended Learning, Solusi Pembelajaran di Era Revolusi Industri 4.0. Diambil 15 April 2020, dari <https://zakimu.com/wp-content/uploads/2018/03>
- Mubarak, Z. (2018b). *Pendidikan di Era Revolusi Industri 4.0 dan Problematika Pendidikan Tinggi*. Yogyakarta: Gending Pustaka.
- Mulyono, & Wekke, I. S. (2018). *Strategi Pembelajaran di Abad Digital*. Yogyakarta: Penerbit Gawe Buku.
- Munir. (2017). *Pembelajaran Digital*. Bandung: Alfabeta.
- Nizar, S. (2009). *Filsafat Pendidikan Islam*. Jakarta: Kalam Mulia.
- Ohoitumur, J. (2018). Disrupsi: Tantangan Bagi Perkembangan Ilmu Pengetahuan dan Peluang Bagi Lembaga Pendidikan Tinggi. *Respons: Jurnal Etika Sosial*, 23, 143–166.
- Oviyanti, F. (2016). Tantangan Pengembangan Pendidikan Keguruan di Era Global. *Nadwa: Jurnal Pendidikan Islam*, 7, 267–282.
- Pane, A., & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3, 333–352.
- Permendikbud. *Penyelenggaraan Pendidikan Jarak Jauh pada Pendidikan Tinggi*. , Pub. L. No. Nomor 24 Tahun 2012 (2012).
- Pratiwi Barnadetta Purba, dkk. (2021). *Kurikulum dan Pembelajaran*. Deli Serdang: Yayasan Kita Menulis.
- Prayitno. (2009). *Dasar Teori dan Praksis Pendidikan*. Jakarta: PT Grasindo.
- Presiden Republik Indonesia, D. P. R. R. I. *Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi*. , Pub. L. No. 12 Jakarta (2012).
- Raco, J. R. (2010). *Metode Penelitian Kualitatif; Jenis, Karakteristik dan Keunggulannya*. Jakarta: PT Grasindo.
- Rahayu, A. H. (2022). Analisis TPACK Mahasiswa PGSD UNSAP Sumedang. *COLLASE (Creative of Learning Students Elementary Education)*, 5, 30–38.
- Rahzen, T. (2021). Metaverse dan dunia seni: I'm adalah Im'age. *Senakreasi: Seminar Nasional Kreativitas Dan Studi Seni*, 3, 93–94.
- Rosyid, A. (2016). Technological Pedagogical Content Knowledge: Sebuah Kerangka Pengetahuan Bagi Guru Indonesia di Era MEA. *FKIP UNS Journal System*.https://core.ac.uk/display/289793309?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1
- Schwab, K. (2019). *Revolusi Industri Keempat*. Jakarta: PT Gramedia Pustaka Utama
- Subijanto, Kadaryanto, B., Venus Ali, N. B., Sulistiono, A. A., Widiputera, F., & Dwi Martini, I. A. (2021). Sistem Penjaminan Mutu Pembelajaran Jarak Jauh di Perguruan Tinggi di Masa Pandemi Covid-19. *Jurnal Penelitian Kebijakan Pendidikan*, 14. <https://doi.org/10.24832/jpkp.v14i2.512>
- Sumantri, A., Anggraeni, A. A., & Dkk. (2020). *Booklet Pembelajaran Daring*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI.
- Surani, D. (2019). Studi Literatur: Peran Teknolog Pendidikan Dalam Pendidikan 4.0. *Prosiding Seminar Nasional Pendidikan FKIP*, 2, 456–469.
- Tafsir, A. (2006). *Filsafat Pendidikan Islam*. Bandung: Remaja Rosdakarya.
- UU No. 20 Tahun. *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. (2003).