

CURRICULUM REVITALIZATION OF FACULTY OF USHULUDDIN UNIVERSITY OF DARUSSALAM GONTOR TO FACE INDUSTRIAL REVOLUTION 4.0

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CURRICULUM REVITALIZATION OF FACULTY OF USHULUDDIN UNIVERSITY OF DARUSSALAM GONTOR TO FACE INDUSTRIAL REVOLUTION 4.0

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ABSTRACT

In the event of industrial revolution 4.0, commonly known as the "Age of Disruption", several challenges and opportunities arise and affect various aspects of human life. With no exception in the field of science which gave birth to a new paradigm in the realm of philosophy of science. The Faculty of Ushuluddin as the core of the University of Darussalam Gontor Ponorogo is also in need of evaluation and improvement in order to answer the challenges and to take advantage of these opportunities. A firm construction of the Faculty's epistemology requires a massive revitalization in many aspects. In this paper, the author describes the aspects that need special attention by using Gavin Moodie's perspective to produce a comprehensive map for the aspects that support the continuity of higher education in the age of disruption. Revitalization by the Faculty of Ushuluddin would include the aspects of learning system, educational components, students, human resources, and literacy. The learning system needs to utilize a wide range of supporting digital media that the students are familiar with. The educational components which comprise the facility and infrastructure to support learning activities from classrooms, classrooms' layouts, dormitories, equipment, and management in the faculty also receives very intense attention in accordance with the times. Students need to be equipped with 10 basic skills needed by the world and society today, these skills include the ability of metacognition, which is the ability of advance thinking. To achieve the previous profile, it is necessary to provide, guide and develop educators (HR) and to be supported by a new literacy movement that includes digital, technological, and human literacy. All of these revitalization efforts are still based on the philosophy of life of the Darussalam Gontor Islamic Boarding School, it is "the preservation of good traditions and adoption of a better innovation.

Keywords: Higher education, Curriculum Revitalization, Age of Disruption, Science of Ushuluddin

Introduction

The Industrial Revolution 4.0 (4IR) has been a warm conversation in various forums. Reverberations were heard in various parts of the earth, including Indonesia. According to Schwab (2016: 11), the word "revolution" is used to correct sudden and radical changes that have a significant effect. The same thing is also found in the Big Indonesian Dictionary (KBBI) which gives meaning as "a fairly fundamental change in a field".

The fundamental characteristic of 4IR is the existence of changes in technological breakthroughs that include many things, such as artificial intelligence, robotics, internet of things (IoT), autonomous vehicles, 3D printing, nanotechnology, biotechnology, energy storage, quantum computing, and the widespread of information (Schwab, 2016: 7). All of these things have a significant impact on various aspects of human life, ranging from lifestyle, way of communicate, way of working, economics, and education is no exception.

Facing 4IR, the education sector is confronted with challenges of preparing alumni that can compete in this era. This change in output demand requires universities to work hard in providing extra education, assessment, and skills to their students. This has made a shift in the realm of philosophy of science towards 4IR.

4IR is also known as the era of disruption. This is related to the automation and speed of connectivity in a field that will create competition in the non-linear world of work. In www.exabytes.co.id, at least there are eight giant industries in Indonesia which slumped and allegedly will soon ace bankruptcy. These industries are the supermarket industry, electronic goods sales, mobile phone sales, transportation, hotels, newspapers, textiles and retail industries (<https://www.exabytes.co.id/21/7/2017>). Furthermore, there is competition in fifty of the world's major industries that have failed to accommodate competition in the Industrial Revolution era such as Kodak, Nokia, Xerox, BlackBerry, and Motorola (valuer.ai/22/11/2018).

In response to these challenges, the Faculty of Usuluddin Darussalam University of Gontor tried to give a response. Revitalizing education is needed in responding to the challenges of the industrial revolution and preparing competent and capable human resources. Revitalization that occurs does not necessarily deny the various old guidelines that have been held. In accordance, according to the Gontor Modern Islamic Boarding

instructions, changes that include learning systems, educational units, students, human resources, and literacy always hold to *al-Muchaafadzatu ala al-Qadiim ash-Shaalih wa al-Akhdzu bi al-Jadid al-Ashlah* "stick to the good old traditions and take the new better traditions" (Gazali, 2018: 103).

Theoretical Foundations

The 'predictions' that will occur massive changes have been predicted in advance by many experts. Peter Drucker (1998) said that thirty years from now, major universities in the world will be a historical legacy. Those institutions will not survive due to major changes as the changes were produced when the book was first able to be printed. In fact, the Chief Executive of the Mooc platform, Udacity Sebastian Thrun also emphasized that there will only be 10 universities left in the world in the next 50 years (2012).

In addition to those two experts, there are still many other education and management experts who assume that the lifespan of higher learning institutions in facing the changing era is not long. Brooks (2012) termed 'The Campus Tsunami', Harden (2012) called it 'the end of college as we know it', and Christensen and Erying (2011) called it 'the era of disruptive innovation'.

Therefore, higher learning management needs to make fundamental changes so that it can continue to exist in the face of changing times. However, not a few parties still doubt the ability and willingness of Higher learning institution to always be able to coexist side by side with technological developments. They assume that the existing management system in higher education is too conservative and does not accept changes from their existing comfort zone (Moodie, 2016: 2). Therefore, any change does not give much meaning.

The teachers are not much different. The existing teachers prefer to use traditional methods and reject modernization in the teaching system, they are also not proficient in using technology, and they are determined to keep their jobs as instructors in universities (Moodie, 2016: 2).

Moodie (2016: 2) does not believe so. Higher Education is not too rigid in dealing with change. According to him, the development of digital technology has been adopted and applied in the university management system itself. Integration of existing management systems with developing technology is one of the efforts to make fundamental changes. Moodie does

not advocate a radical and massive revolution in the change in the College management system.

That is because historically, it is known that the position of Higher Education Institution had two previous information revolution eras. The first was the Gutenberg revolution, when Johann Gutenberg invented the printing machine for the first time in the 1450s. This discovery is one of the forerunners of the Renaissance. Second is the era of the Science Revolution, which is from the middle of the 15th century to the end of the 17th century. This revolution was marked by Nicolaus Copernicus's publication in 1453 about the Sun as the orbit of the solar system and ended with Isaac Newton's publication of *Mathematical Principles in Natural Philosophy* in 1687 (Moodie, 2016: 5-7).

In the era of the Gutenberg revolution, various books and writings which originally were only produced individually and were also limited, became more massive and reached wider coverage. This makes many of the oldest universities in the world were founded in this era and earned many more enthusiasts. The effect is the increased widespread use of publications from higher learning institutions to the wider community.

In the era of the scientific revolution, many inventions and developments in the field of science were produced. Various theories that help human life were invented from universities. Therefore, in this era, universities experienced fundamental changes in the determination of curriculum, pedagogical skills, and research methods (Moodie, 2016: 8).

This is what will also take place when entering the era of the digital revolution which involves changes in information systems and technology. This revolution was seen as a comprehensive revolution because it is more effective, dynamic, and difficult to predict because it is limitless. (Yahya, 2017: 40). This era has great potential to always be developed, namely in terms of information management, new applications, and their influence on social culture, economic, and even education. Therefore, Moodie offers three fundamental changes in the body of higher education institution to accommodate progress in the era of the Digital Revolution or also known as the Industrial Revolution 4.0.

The first change is in the area of financial, technological and physical resources. The second change is in the area of the nature, structure, and level of knowledge that are taught. The third change is in the field of methods

available in knowledge management. Moodie called it 'the Three Factors Shaping Change in Universities' (Moodie, 2016: 10).

Ghufron (2018) mapped the university homework into five elements. The five elements are the revitalization of the learning system, education units, students, human resources (educators and education staff), and literacy. Revitalization of learning system includes curriculum and character education, learning materials based on information technology and technology, entrepreneurship, alignment, and evaluation. Revitalization in the field of educational units includes learning facilities and infrastructure which include classrooms, dormitories, and other supporting facilities. Element of students is the provision of scholarships and the development of talents and interests. Elements of HR include the provision, qualification, certification, training, career and welfare, and awards (Ghufron, 2018: 335).

The final element is strengthening literacy. In this digital era, literacy is needed and not only limited to old literacy (reading, writing, and mathematics). In the briefing related to the Higher Education System by the Head of Sub-Directorate for Vocational and Professional Education, Edi Mulyono at UNIDA Gontor on January 9, 2019, in order to face this 4IR era, literacy development must involve new literacy, namely data literacy, technology literacy, and human literacy (Aoun, 2017: xix).

Discussion

Challenges and Opportunities for Higher Education in the 4IR era

Sudden and fundamental revolution and change are not new in the development episode of human life. One of the major changes that have occurred in the history of human life is the shift from foraging to farming. Events that have occurred more than 10,000 years are often referred to as the 'Agrarian Revolution'. The impact is a change in the animals' function. Whereas previously animals were only human food, since the revolution animals have functioned as food production, transportation, and communication. Slowly, human and animal populations increase and cities and urbanization movements are formed (Schwab, 2016: 11).

The first Industrial Revolution (1.0) occurred in the period of 1760 to 1840 (Schwab, 2016: 11). This first period is known as the era of mechanization, steam, and water power (Nurwardani, 2019: 3). The second industrial revolution (2.0) began at the end of the 19th century and ended at the beginning of the 20th century. This era is known for the ability of mass production and the development of electric power (Schwab, 2016: 11).

Therefore, this era is also known as the era of mass production and electricity (Nurwardani, 2019: 3).

Furthermore, the third industrial revolution (3.0) began in the 1960s. This era is better known as the era of computerization or digital revolution. This era developed from mainframe computing in 1960, increased to personal computing in 1970, and the internet in the 1990s (Schwab, 2016: 11).

The Industrial Revolution 4.0 that is being faced today is an improvement from the previous industrial revolution. With so many 'smart factories', this era created a world that dominated by virtual and physical systems. This leads to an increase in the style of human consumption and the creation of new operating and production models (Schwab, 2016: 12).

These changes will create a new paradigm in the realm of social, culture, economy, politics, and education is no exception. Like the previous revolutionary eras, this era also presents challenges for the world of education. Ghufron (2018: 334) highlighted one of the challenges in the world of education is the role of humans which began to be eroded by machines. As a result, increasing unemployment and competitiveness of human resources are a challenge around the world. Many new jobs are created, but on the other hand, many old jobs have to disappear.

Irianto (2017) simplifies industry 4.0 challenges into four categories, 1) industry readiness; 2) a trusted workforce; 3) ease of social and cultural arrangements; 4) diversification, job creation and industry 4.0 opportunities, namely ecosystem innovation, competitive industrial base, investment in technology, and integration of SMEs and entrepreneurship.

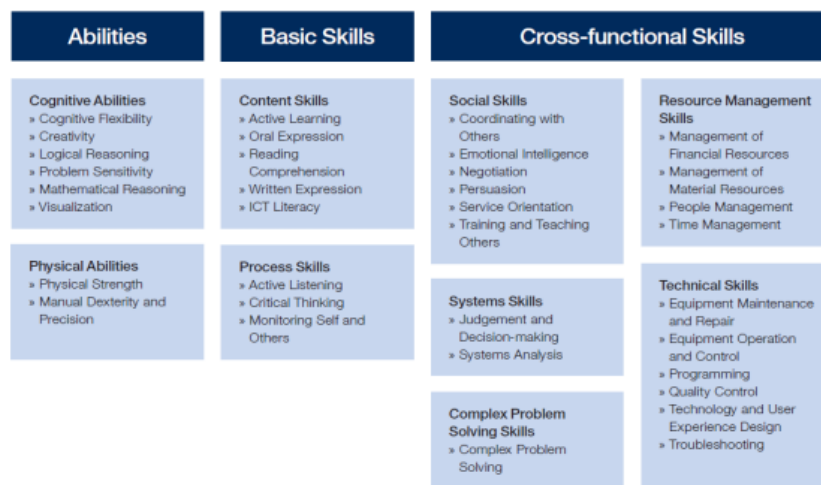
In the world of education, various learning systems, facilities and learning infrastructure are no longer manual. Everything is in digital form, from e-libraries, e-books, e-learning, and various other digital learning tools (Ibda, 2018: 7). The use of information technology and computers is a must for teachers and all students. In the area of higher learning institution, demands in the form of e-learning, open course ware, and digital repositories become a necessity in conduction Distance Education (PJJ).

In addition, another challenge is the method of learning in Indonesia which is still very traditional, primitive, and conservative. Muhali (2018: 4) asserted that the majority of learning in Indonesia still uses a learning

system that prioritizes the recognition of cognitive abilities. National exams are used as a measuring instrument which are very focused on assessing students' cognitive abilities. This phenomenon shows that education in schools has not emphasized the problem-solving skills of their students. In fact, this skill is more needed by the world of work and industry in this era. If their skills are only limited to cognitive abilities, the graduates of the school are not only threatened to increase unemployment because it lags far behind the machines.

This is what underlies the World Economic Forum (2016: 21) in The Future of Jobs released some of the skills that school and college graduates need to have. Life skills are far more needed than just cognitive abilities. However, this does not mean that cognitive intelligence is not needed at all. Cognitive abilities that have become the focus of schools and higher education cannot stand alone. It needs to be completed by other life skills. Here are some of the skills needed by the world of work today or meta-cognitive (Anderson, 2001: 55).

Picture 1.
Basic Abilities and Skills



Source: World Economic Forum, based on CPNET Content Model.

In a survey conducted by the World Economic Forum on the Future of Jobs (2018: 12) there are 10 skills that occupy the top ranks that are the needs of the world of work and industry today. The 10 skills include analytical thinking and innovation, complex problem-solving, critical thinking and analysis, active learning and learning strategies, creativity

originality and initiative, attention to detail and trustworthiness, emotional intelligence, reasoning / problem solving and ideas, leadership and social influence, and coordination and time management. The following are the complete results of a survey of the skills needed in 2018 and 2022:

Picture 2.
Required Skills for Job Market in 2018 and 2022

Today, 2018	Trending, 2022	Declining, 2022
Analytical thinking and innovation	Analytical thinking and innovation	Manual dexterity, endurance and precision
Complex problem-solving	Active learning and learning strategies	Memory, verbal, auditory and spatial abilities
Critical thinking and analysis	Creativity, originality and initiative	Management of financial, material resources
Active learning and learning strategies	Technology design and programming	Technology installation and maintenance
Creativity, originality and initiative	Critical thinking and analysis	Reading, writing, math and active listening
Attention to detail, trustworthiness	Complex problem-solving	Management of personnel
Emotional Intelligence	Leadership and social influence	Quality control and safety awareness
Reasoning, problem-solving and ideation	Emotional Intelligence	Coordination and time management
Leadership and social influence	Reasoning, problem-solving and ideation	Visual, auditory and speech abilities
Coordination and time management	Systems analysis and evaluation	Technology use, monitoring and control

Source: Future of Jobs Survey 2018, World Economic Forum.

These opportunities are utilized by UNIDA Gontor. As stated in the 2016-2022 UNIDA Gontor Strategic Plan (Renstra), one of the goals of UNIDA Gontor is to produce faithful, noble, knowledgeable, creative-minded people, mastering 10 basic competencies which include problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligent, judgment and decision making, service orientation, negotiation, and cognitive flexibility that are able to practice their knowledge creatively, innovatively and professionally, and are able to compete at national and international levels.

This objective is one of the implementations of the Mandate of the Pondok Modern Darussalam Darussalam Gontor Founders, which is to establish quality and meaningful Islamic higher learning institutions. Being qualified means having adequate competence and means that it is beneficial for many people. This is in accordance with the opportunities and challenges of the 4IR era, namely preparing competent human resources and life skills. Not stopping at this point, UNIDA Gontor as a pesantren university also focuses on developing aspects of ubudiyah and spiritual aspects of its students and graduates.

The position of the Ushuluddin Faculty in Indonesia

Ushuluddin or theology is a group of knowledge that discusses the basics (usul) of religion (al-din) such as religious beliefs and views on God, scriptures, the concept of eschatology, and so on. Initially in the mid-twentieth century, universities in Egypt, Syria, Iraq, Saudi Arabia and

Indonesia combined Ushuluddin's scholarship with da'wah to become the Faculty of Usuluddin and Da'wah. But the trend has changed over the past 25 years, the two have become separate and independent faculties (Bahri, 2018: 128).

The history of Ushuluddin's science in Indonesia is inseparable from the Islamic State/Public University (PTAIN) which was established for the first time in Yogyakarta in 1961 or the Academy of the Department of Religious Sciences (ADIA) which was established in Jakarta in 1957. As for UNIDA Gontor, formerly the Darussalam Institute for Higher Learning (PTD) and was established in 1963 with two majors, Comparison of Religion and Islamic Education.

In the beginning, Ushuluddin's science in Indonesia was 'considered' retreated by Harun Nasution. That is because the old paradigm that developed in Indonesia is influenced by the traditional Islamic style. As a result, Ushuluddin's knowledge was heavily burdened with a lot of Tawheed and Shari'ah courses. A developing orientation is an orientation about fiqh. This causes many courses in fiqh and ushul fiqh to get a large portion. In addition, the learning model is also dominated by normative theological approaches. Various scientific approaches in the science of Usuluddin such as anthropology, phenomenology, sociology, psychology, etc. are also not yet well known in Indonesia (Bahri, 2018: 128-129).

As a result, there are many misconceptions that occur regarding Islam, including in the study of Ushuluddin science which is the core of Islamic teachings. Learning that is only centered on worship, fiqh, monotheism, interpretation, hadith, and Arabic is not enough. Moreover, only three main aspects get more portions, such as worship, fiqh, and monotheism (Nasution, 1974: 6).

But since the arrival of Harun Nasution to Indonesia, there has been a change in mindset, especially in the science of Usuluddin. He wrote the book "Islam in terms of its various aspects I and II" in 1974 as a national curriculum that looked at Islam comprehensively (Bahri, 2018: 129). Islam as a religion, is studied from various aspects, starting from theological aspects, aspects of spiritual and moral teachings, historical aspects, cultural aspects, political aspects, legal aspects, scientific aspects, philosophical aspects and aspects of thought as well as renewal efforts in Islam (Nasution, 1974: 6)

At UNIDA Gontor, the Ushuluddin faculty is the core of the scientific building of all faculties. Established since the beginning of the Darussalam Institute for Higher Learning, which was the forerunner to UNIDA Gontor, the Faculty of Ushuluddin is the only faculty that has all programs starting from the Undergraduate Program, the Master's Program, to the Doctoral Program. The Master's Program in Aqeedah and Islamic Philosophy first received students at in 2010. The Doctoral program in Aqeedah and Islamic Philosophy received its first students in 2017.

In addition, UNIDA Gontor has a Science Islamization Centre, a Qur'anic Study Center, a Centre for Islamic Studies and Occidentalism (CIOS), and an Ulama Cadre Program in collaboration with the Indonesian Ulama Council (MUI). All of these programs and study centres have a strong scientific base in the faculty of Ushuluddin. Therefore, the rapid response of the Ushuluddin faculty in responding to the challenges of the Industrial Revolution 4.0 is a fairness, even a necessity. Without an immediate response, Ushuluddin's epistemological building at UNIDA Gontor would not be able to keep up with the current development of the 4IR era.

The total students of the Faculty of Ushuluddin at UNIDA Gontor from Bachelor to Doctoral Programs in the academic year 2018-2019 are 1014 students or 25.2% of the total UNIDA Gontor students. Therefore, the revitalization of the Ushuluddin faculty curriculum is a must in realizing the goals of UNIDA Gontor as mentioned above and also responding to the challenges presented by the 4IR era.

Revitalization of the Ushuluddin Faculty Curriculum

Revitalization of the curriculum at the Faculty of Ushuluddin cannot be conducted alone. To support it, it needs to be compared with other aspects of revitalization. As mentioned above, in facing 4IR tertiary institutions are required to fulfil three main aspects. These three aspects are aspects of financial, technological, and physical resources, aspects of the nature, structure, and level of taught knowledge, and aspects of methods available in knowledge management. Moodie called it 'the Three Factors Shaping Change in Universities' (Moodie, 2016: 10).

In this paper, the author will divide the three aspects according to the five elements proposed by Ghufuron (2018). Elements of learning systems and education units are included in aspects of the methods available in knowledge management. Elements of learning systems, students, and

literacy are included in the aspects of the nature, structure, and level of taught knowledge. The elements of HR, education units, and literacy meet aspects of financial, technological and physical resources.

Learning system

Revitalization in this element includes curriculum and character education, learning materials based on information and communication technology, and entrepreneurial skills. The curriculum which is compiled in accordance with the Indonesian National Qualification Framework (KKNI) must undergo changes. In dealing with the demands of the changing times and the needs of graduate users, UNIDA Gontor and including the Faculty of Usuluddin have started an outcome-based or Outcome-Based Education (OBE) curriculum. This new curriculum requires study programs and faculties to have competency curriculum in accordance with the expected graduate profile (Gurukkal, 2018: 1). In this case it is in accordance with the objectives of UNIDA Gontor, the fulfilment of ten basic competencies needed by the workforce today.

For this reason, curriculum reviews were held in 2018 and 2019. Curriculum reviews were held to update the curriculum and courses taught at the faculty of Usuluddin. The two years were chosen because they had passed a study group (rombel) since the Darussalam Institute of Islamic Studies (ISID) upgraded to UNIDA Gontor.

As a result, there are several new courses that are deliberately structured to achieve the expected graduate profile and skills. In the Religion Study program for example, Da'wah material is completed by Da'wah Communication and Da'wah Multimedia. This has become important because the shift in youth methods and trends in finding propaganda material, namely through digital media. Learning methods have also used various digital media such as LCD Projectors or with movie-reviews.

OBE also requires the integration of research and Students' Creativity Achievement (PKM) results in the curriculum. As a Tri Dharma of Higher Education, research activities and PKM should not be separated from education and teaching. Some UNIDA Gontor lecturers continue to strengthen the existing curriculum with a variety of research and community service. For example, Yuangga Kurnia Yahya, a lecturer in the Study of Religions Study, made some of the results of his research into the lecture subject "Interfaith Relations". Some of his researches are 'The phenomenon of violence in the name of religion in Indonesia', 'Tolerance between

religions and ethnicity in Mamahak Teboq, East Kalimantan', 'Phenomenological Approach in Interfaith Communication: a Solution to the Allegation of Religious Blasphemy in Indonesia' and 'Christian Minority Rights' in the Middle East '.

Adib Fuadi Nuriz also used the results of his research on the development of religious pluralism in Higher Education in Indonesia as learning material in the Comparative Religion course. Indra Ari Fajari and Farhah made their research "Exclusivism in Cyberspace: a Challenge in Interfaith Communication" and "The Role of Content-Creator as a medium of interfaith communication" as learning material in the course of Da'wah Communication and Da'wah Multimedia.

Not only in the classroom, UNIDA Gontor as a Pesantren University requires all of its students to live in a dormitory on campus. The compiled curriculum is also not limited to academic activities in the classroom, but all supporting academic activities in mosques, dormitories, fields, libraries, and Islamic boarding school business units are included in the integrated curriculum. Therefore, as a measurement tool, UNIDA Gontor determines cumulative achievement consisting of two aspects, namely the Academic Cumulative Achievement Index (IPKa) and the Kesantrian Cumulative Achievement Index (IPKs). Outstanding students are students who have excellence in the classroom and outside the classroom.

This education model is an educational model that characterizes pesantren. With all students living in the dormitory, the implementation of such learning systems and curriculum becomes easier to control. Aside from being involved in various research and PKM activities, UNIDA Gontor students are also involved in various pesantrenan activities such as managing the Pondok Gontor Modern Darussalam business enterprises, the Qurban committee, building Kindergarten for learning al-Quran (TPA) and Musholla around the campus, teaching scouts, social services, and various other activities.

Such learning system is not only in the context of growing the ten skills the workforce possesses when they graduate later. But the most important thing is to make students sensitive and concerned with various activities in the community. They are also directly involved to interact with lecturers and staff in activities outside the classroom. This is intended to instil the exemplary nature in themselves, because according to UNIDA Gontor, education of reason and morality is not enough if it only takes place in the

classroom. Education must be through the creation of a good environment and role models of the teachers. So that all students see, hear, and feel are the factors that guarantee the embodiment of noble values.

Education Units

Revitalization in this element covers the learning facilities and infrastructure which include classrooms, dormitories, and other supporting facilities. In addition to reviewing and updating the curriculum, revitalization in terms of supporting facilities and infrastructure is needed to achieve Catur Dharma (Education, Research, Community Service, and Islamic Boarding Schools) at UNIDA Gontor. The following are supporting infrastructure data:

Table 1.
Data of Facilities for Academic Activities at UNIDA Gontor

No	Type of Facilities	Number of Unit	Total Width (m ²)	Kepemilikan*	
				Private Property	Rent/ Loan/ Partnership
1	Offices/ Administration	70	1750	√	
2	Lecture Room	102	2550	√	
3	Discussion, Seminar, Meeting Room	9	-	√	
4	Lecture Office	10	250	√	
5	Laboratory/ Studio/Workshop/ect.	15	375	√	
Total		206	4625		

Table 2.
Data of Facilities for Academic Support UNIDA Gontor

No.	Type of Supporting Facilities	Num ber of Unit	Total Width (m ²)	Kepemilikan*	
				Private Property	Rent/ Loan/ Partnership
1	Masjid	1	1336	√	
2	Mushola	3	48	√	
3	Stadium UNIDA	1	7526	√	
4	Volly Pitch	1	162	√	
5	Futsal Pitch	2	1050	√	
6	Basketball Pitch	1	364	√	
7	Takraw Pitch	1	78	√	
8	Badminton Pitch	3	78	√	
9	Martial Art/ Self-Defense Pitch	1	308	√	
10	Multi Media Room	1	48	√	
11	Clinic	1	48	√	
12	Dormitory	4	2376	√	
13	Young Muslim Scholars Dormitory	1	1688	√	
14	Lecturer Residence	21	180	√	
15	Lecturer Flat	10	80	√	
16	Main Building	1	1060	√	
17	Universal Building	1	5041	√	
18	Postgraduate Building	1	636	√	
19	Centre for Islamic and Occidental Studies (CIOS) Building	1	882	√	

20	Central Library	1	636	√
21	Mini Hall UNIDA Inn	1	261	√
22	Hall of CIOS	1	126	√
23	Main Auditorium	1	532	√
24	Office of Postgraduate Student Council	1	80	√
25	Main Student Dining Hall	1	672	√
26	Student Canteen	2	143	√
27	Photocopy and Printing Cafe	1	154	√
28	Book Store	1	82.5	√
29	Gontor Fitness Centre	1	85	√
Total			14714.5	

From these data it can be seen that the facilities that have been owned by UNIDA Gontor would greatly support educational activities and implementation of Catur Dharma. As an Islamic Boarding School, the point of student activity lies in the Three Centres of education, the Mosque, Classroom, and Dormitory. In addition, various study centres and typical pesantren laboratories such as language laboratories, the Centre for Sirah Nabawiyah Studies, the Centre for Mawarits Studies, the Centre for Waqf Studies, and the Centre for Islamization of Science have also been established by UNIDA Gontor. The various study centers are also indirectly and closely related to the academic community of the Faculty of Usuluddin.

The interesting point is the existence of lecturer flats and lecturer residence that located inside the campus. As a consequence of all students living in the dormitory, there needs to be guidance and counselling. One of the long-term plans of UNIDA Gontor is to provide residence for all lecturers on campus. Until now, there are 10 lecturer flats and 21 lecturer houses located on campus.

Learners

Revitalization in this element is the provision of scholarships and the development of talents and interests. Until the 2018/2019 school year, students of the Ushuluddin Faculty of UNIDA Gontor numbered 1014 students or 25.2% of the total UNIDA Gontor students. Here are the details:

Table 3.
Faculty of Ushuluddin Students 2018/2019

No	Department	Level	Total
1	Aqidah and Islamic Philosophy	S3 (Doctoral)	25
2	Aqidah and Islamic Philosophy	S2 (Master)	38
3	Religious Studiues	S1 (Bachelor)	424
4	Aqidah and Islamic Philosophy	S1 (Bachelor)	19A6
5	Science of al-Qur'an and Tafsir	S1 (Bachelor)	331
Total			1014

One of the problems of higher education in this era is the financial problem. An adequate learning system, facilities and infrastructure will be accompanied by a significant amount of operational costs. This is often a problem in the education sector in Indonesia, economic inequality often triggers a gap in the opportunity to get high quality education. Therefore, UNIDA Gontor suppresses the problem of financing. It is intended that

students can receive high quality education without having to worry about financial problems.

UNIDA Gontor also has a large scholarship system. Adopting the example of al-Azhar University in Cairo as one of the syntheses of Modern Pondok, UNIDA Gontor provides scholarships to most of its students. Most of the scholarship funds came from the Darussalam Gontor University Foundation and a small portion from various agencies outside UNIDA Gontor. The number of scholarship recipients in 2017-2018 was 1995 students with a percentage reaching 54.32% of the total number of students, 3673 people.

The following are the details of receiving the scholarship:

Table 4.
Recipients of Scholarship at UNIDA Gontor

No	Name Scholarship	2015-2016	2016-2017	2017-2018
1	University Scholarship	1570	1618	1893
2	Laziswaf Scholarship	49	19	42
3	Sponsored Scholarship	55	65	60
Total		1674	1702	1995

From these data, only 200 people out of a total of 1014 Ushuluddin faculty students did not get a University scholarship. Nevertheless, the money paid is fully used in fulfilling the operational needs of students. This can be seen from the absorption of funds at UNIDA Gontor which reached 99.42% in 2018.

Provision of scholarship funds is the result of productive Waqf which already owned by UNIDA Gontor and Darussalam Gontor Islamic Boarding Schools. With a total of 29 business enterprises managed by Pondok Modern Darussalam Gontor, all of the lecturers' salaries and scholarships for most students come from these benefits. The following are the business units owned by the Darussalam Gontor University Foundation until 2019:

Table 5.
Business Enterprises of UNIDA Gontor

No	Nama Unit Usaha
1	Darussalam Water Drinking Company
2	Latansa Pharmacy
3	Asia Photocopy
4	Latansa Food Court
5	Mantingan Distributor Center
6	Latansa Ice Cream
7	Al-Azhar Canteen
8	Latansa Transport
9	Darussalam Computer Centre
10	Latansa Convection
11	Latansa Material
12	Mie Ayam Latansa
13	Latansa Sport
14	Latansa Tea
15	Bakery
16	Darussalam Press & Printing
17	Vegetable Distributing House
18	Latansa Slaughtering House
19	Rice Mill
20	Toko Besi KUK
21	Latansa Book Store
22	Latansa Mini Market
23	Al-Azhar Telephone Shop
24	Gambia Telephone Shop
25	Sudan Telephone Shop
26	Darussalam Guesthouse
27	Latansa Laundry
28	Pesantren Cooperation Storage
29	Fattening Cattle

In terms of guidance on interest in talent and skills, UNIDA Gontor also has huge concern about it. With the dormitory system, guidance services for interests and talents can be fulfilled to the maximum level. In addition, the

guidance and counselling of students is also available and directed directly by the lecturers and staff. This is what distinguishes their residence dorms with rented rooms or houses outside university.

Every after Maghrib, senior lecturers give tausiyah in mosques on various matters, ranging from the aqeedah, fiqh, Arabic and English, to the boarding house, to the problem of daily life discipline. In each dormitory, there are also managers available from 5th semester students and supervisors from lecturers who carry out direct supervision in their daily activities.

Students' interest and talent services are entirely managed under the Student Council which are 2nd to 4th year student. The student activity units (UKM) that are available are also comprehensive including sports, thought, art, and worships. These four aspects are considered necessary for students to face the industrial revolution 4.0. These various SMEs have also given birth to various national and international achievements, both in the academic and non-academic domains. Until 2019, 120 student academic achievements and 64 non-academic achievements have been achieved at various levels.

Human Resources

Revitalization in this element includes the provision, qualification, certification, training, career and welfare, and awards (Ghufron, 2018: 335). Ushuluddin's lecturer at UNIDA Gontor was very adequate. This can be seen from the adequacy ratio of lecturers as follows:

Table 6.
Students to Lecturers Ratio Faculty of Ushuluddin 2018/2019

No	Department	Number of Student	Number of Tenure Lecturer	Ratio
1	Aqeedah and Islamic Philosophy (Doctorate)	25	5	1: 25
2	Aqeedah and Islamic Philosophy (Master)	38	6	1:6.3
3	Religious Studies (Bachelor)	424	13	1:32
4	Aqeedah and Islamic Philosophy (Bachelor)	196	9	1:21.8
5	Science of al-Quran and Tafsir	331	10	1:33.1
Total		1014	431	1:23.5

The number of lecturers is still in a healthy ratio, which is 1:30 for the Social Sciences faculty. The number of lecturers is followed by a lecturer development program. Every semester, each Ushuluddin faculty lecturer participates in various training, workshops, seminars, and training. This is intended so that the quantity of lecturers who have been adequately coupled with the quality of lecturers. Lecturer development includes administrative skills, management of tertiary institutions, and scientific development.

Among the workshops and training that have been followed are as follows:

1. Workshop on KKN Curriculum in CIOS Hall UNIDA Gontor which was held on January 29-31, 2016 with the speaker Prof. Bermawy Munthe from UIN Sunan Kalijaga Yogyakarta;
2. KKN Curriculum Workshop in CIOS Hall UNIDA Gontor, which was held on 15-16 February 2016 with guest speakers Prof. Bermawy Munthe from UIN Sunan Kalijaga Yogyakarta;
3. Workshop entitled 'Toward World Class University' which was held on March 5, 2016 with the guest speaker Prof. Dr. Muhammad Amin Abdullah from UIN Sunan Kalijaga Yogyakarta;
4. Workshop entitled 'Toward World Class University' which was held on March 5, 2016 with the guest speaker Prof. Dr. Aflatun Mukhtar from UIN Raden Fatah Palembang;
5. Workshop on the Preparation of Higher Education Accreditation Instruments for PTS in the Region VII Kopertis in 2018 in Mojokerto on 26-28 April 2018;
6. Workshop on the Management and Implementation of the University of LLDIKTI Region VII 2018 Batch II held on September 16-18, 2018 at Regent's Park Hotel Malang;
7. Workshop on IAPT 3.0 Accreditation and Training at Lorin Solo Hotel, which was held by the Indonesian Institute of Accountants (IAI) on 30 November - 1 December 2018;
8. Workshop on the Acceleration of the Opening of the International Class of the Faculty of Ushuluddin and Humanities, UIN Walisongo, Semarang on October 22, 2018.

After going through various workshops and training, the managerial system in the faculty of Ushuluddin UNIDA Gontor achieved positive results. This can be seen in the obtained accreditation for study programs.

The Aqeedah Study Program and Islamic Philosophy at the Masters level obtained an A in the BAN-PT accreditation. The entire study program Bachelor program has been accredited A on the accreditation of BAN-PT. For the Aqidah Doctoral study program and Islamic Philosophy is in the process of applying for accreditation because it only accepted students in 2016.

The existing Ushuluddin lecturers are also required to be active in the implementation of Catur Dharma and has a lot of recognition in various fields. In the last 3 years, Ushuluddin UNIDA Gontor faculty lecturers have had at least 80 recognition as visiting lecturers, keynote/invited speakers, journal editors, and awards.

At UNIDA Gontor, in addition to teaching, researching, and serving the community, lecturers have other duties. The task is related to the uniqueness of UNIDA Gontor, namely boarding school. Lecturers also served as supervisors in pesantren, supervisors for UKM, academic supervisors, and supervisors for tahfidz al-Quran. The intensity of lecturer and student meetings actually occurs outside the classroom in many pesantren activities.

As mentioned above, HR in the Faculty of Usuluddin must not only to fulfill academic, scientific, and administrative qualifications. Not less important, the qualification of the ability of the lecturers to be an example for all students and fellow lecturers in terms of worship, discipline, thought patterns, and behaviour. Without exemplary, the value of pesantrenan cannot be realized optimally.

To guarantee the continuity of this matter, there is a need to guarantee the welfare of the existing lecturers. In addition to housing, lecturers also have the opportunity to develop their careers. Various services and facilities are provided to fulfill lecurers' rights and obligations. It is proven that 43 lecturers in the Faculty of Usuluddin already have NIDN (National Registration Number for Lecturer) and functional positions. Gradually, lecturers at the Faculty of Usuluddin were also given the opportunity to continue their studies to the Doctoral level. Until 2019, 11 lecturers had doctorates and 18 were taking doctoral programs. Thus, it is expected that in 2026 or on the 100th anniversary of Pondok Modern Darussalam Gontor, the Usuluddin faculty will be able to contribute many doctors.

Literacy

The last revitalization is literacy. Literacy is not only limited to the ability to read and write to students. Literacy is more about the ability of students to get information and knowledge (Ibda, 2018: 5). In the 4IR era, information progress was very rapid. This has become an opportunity for universities in scientific development and the acquisition of references in learning.

In the 4IR era, literacy was not limited to books in the library. Literacy in this era is divided into 3 forms, digital/data literacy, technological literacy, and human literacy (Aoun, 2017: 19). Data literacy is needed to be read, analysed, and used as a new information. Furthermore, technological literacy is needed as a foundation in understanding how technology works. Finally, human literacy is needed to teach them how to communicate, the human side, and various other human skills (Aoun, 2017: 19).

Goodman (2003) emphasized that this era, the use of virtual media as a means of learning and education is a must. Media literacy has even broader scope than books and other sources of information (2003: 10). The use of facilities such as documentary films, films, and videos is in order to enrich student literacy. Several studies have been conducted related to strengthening media literacy in learning methods, such as economic learning (Sexton, 2006), education (Ceretti, 2015), cross-cultural learning (Desai, 2018), to the planting of manners in children (Smithikrai, 2016).

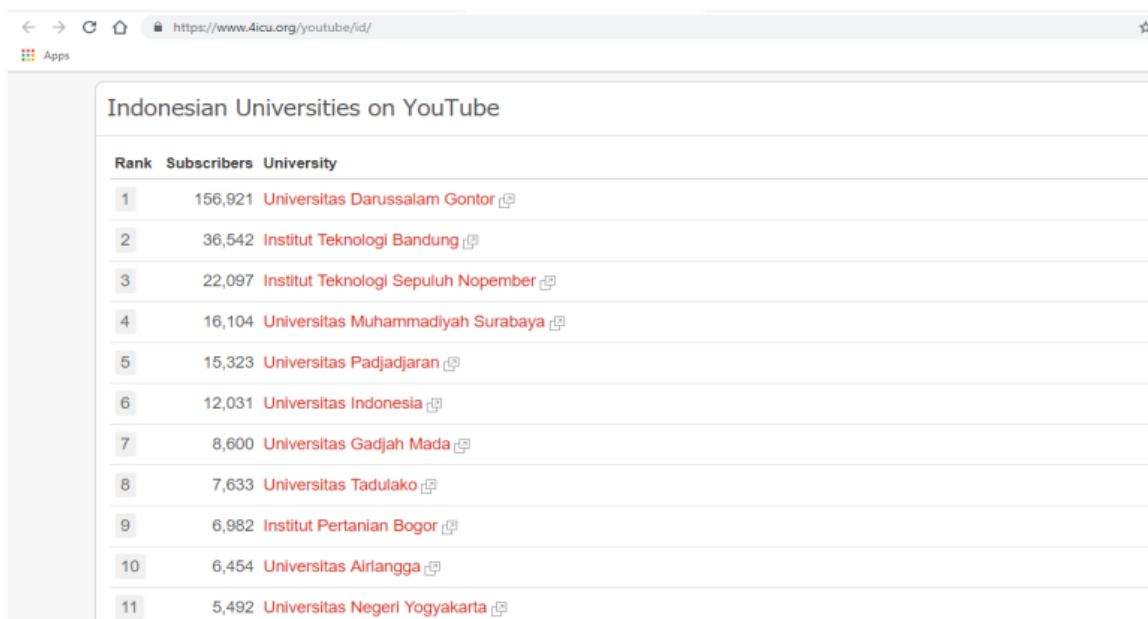
UNIDA Gontor also strengthens the existing literacy tradition. In addition to the library, UNIDA Gontor has also begun the process of making a repository that can be accessed publicly. In some subjects, several lecturers have applied e-learning in the learning process. They use digital media such as video, film and other media in the learning process. Learning Arabic in Istima 'wa Kalam material, for example, uses Arabic songs that students often listen to as learning material.

In addition, learning videos and studies are also widely uploaded to cyberspace. This is intended to expand the reach of learning as well as the teaching of the Faculty of Usuluddin. The students are required to take part in the competition to make short films with the profile of the graduates of the Faculty of Usuluddin. These short films have become syi'ar as well as media of preaching for the millennial generation. This is because the millennials prefer to watch TV and videos rather than read books (Rosen, 2011: 12).

In 2019, UNIDA Gontor ranked first in the higher learning institutions with the most subscribers. In August 2019, UNIDA Gontor's YouTube channel had 156 thousand subscribers, far beyond other universities in Indonesia.

Picture 3.

Higher Learning Institution Rating on Youtube (Source <https://www.4icu.org/youtube/id/>)

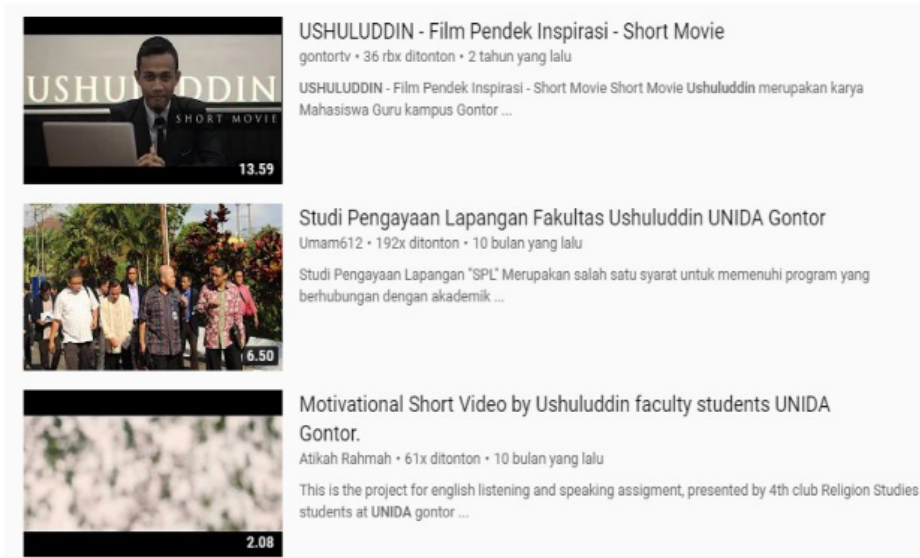


Rank	Subscribers	University
1	156,921	Universitas Darussalam Gontor
2	36,542	Institut Teknologi Bandung
3	22,097	Institut Teknologi Sepuluh Nopember
4	16,104	Universitas Muhammadiyah Surabaya
5	15,323	Universitas Padjadjaran
6	12,031	Universitas Indonesia
7	8,600	Universitas Gadjah Mada
8	7,633	Universitas Tadulako
9	6,982	Institut Pertanian Bogor
10	6,454	Universitas Airlangga
11	5,492	Universitas Negeri Yogyakarta

This shows the ability of UNIDA Gontor in responding to the changing times and utilizing digital media. In the UNIDA Gontor environment, competition is also held in uploading news and content on the websites of each study program. The three Undergraduate study programs at the Faculty of Usuluddin were able to obtain high scores in terms of the intensity of filling up content and news on the website, specifically the Aqedah and Islamic Philosophy study programs. The various efforts carried out are in the context of enriching digital literacy for all UNIDA Gontor academicians and the public as users of graduates.

Picture 4.

Youtube Channel of Faculty of Ushuluddin UNIDA Gontor



USHULUDDIN - Film Pendek Inspirasi - Short Movie
gontortv • 36 rbx ditonton • 2 tahun yang lalu
USHULUDDIN - Film Pendek Inspirasi - Short Movie Short Movie Ushuluddin merupakan karya Mahasiswa Guru kampus Gontor ...

Studi Pengayaan Lapangan Fakultas Ushuluddin UNIDA Gontor
Umam612 • 192x ditonton • 10 bulan yang lalu
Studi Pengayaan Lapangan "SPL" Merupakan salah satu syarat untuk memenuhi program yang berhubungan dengan akademik ...

Motivational Short Video by Ushuluddin faculty students UNIDA Gontor.
Atikah Rahmah • 61x ditonton • 10 bulan yang lalu
This is the project for english listening and speaking assigment, presented by 4th club Religion Studies students at UNIDA gontor ...

Picture 5.

Raking of Departments' Website UNIDA Gontor

RANKING WEBSITE PRODI – MARET 2019			
NO	PRODI	TOTAL	RANK
1	Aqidah dan Filsafat Islam	47	A++
2	Hubungan Internasional	41	A++
3	Hukum Ekonomi Syariah	40	A++
4	Pendidikan Bahasa Arab	39	A++
5	Ilmu Komunikasi	35	A++
6	Manajemen	28	A++
7	Farmasi	27	A++
8	Ilmu Qur'an dan Tafsir	27	A++
9	Ekonomi Islam	26	A++
10	Ilmu Gizi	25	A++
11	Perbandingan Madzhab	25	A++
12	Studi Agama Agama	23	A++
13	Kesehatan dan Keselamatan Kerja	13	A++
14	Teknologi Industri Pertanian	12	A+
15	Pendidikan Agama Islam	9	A
16	Teknik Informatika	6	B
17	Pascasarjana	3	C+
18	Agro Teknologi	1	C

Conclusion

Changing era is a natural thing in the journey of human life. Since the discovery on how to grow crops, writing, printing presses, steam engines, and various other inventions, patterns of human life have also changed. This change requires a quick response from all parties so that they can keep up with the times. The challenge of changing times should be understood as an opportunity for personal development and not a barrier.

Although many parties doubt the ability of universities to survive in the 4IR era, but this can be answered by universities. To answer this, universities need to adjust - at least - 3 factors, which he calls the Three Factors Shaping Change in Universities. Therefore, the Faculty of Ushuluddin Gontor UNIDA tried to make changes in order to reaffirm its existence.

One of the characteristics of education in this era is the basic skills needed by the world of work and is not limited to cognitive intelligence. This intelligence is meta-cognitive. All UNIDA Gontor graduates, without exception the Ushuluddin Faculty are expected to master these basic skills after they graduate from a Bachelor, Masters, or Doctoral program.

Therefore, revitalization in 5 elements in the faculty is a must. With the pesantren system and the integration of the curriculum in the classroom and outside the classroom, these skills can be mastered by students with the help of lecturers. In fact, with the pesantren system, students are able to master these skills and completed by the values and philosophy of pesantren life such as independence, discipline, ukhuwwah Islamiyyah, freedom, and the most important one is Islamic values.

This research shows that universities with pesantren system are not underdeveloped as many people think. Various skills and competencies needed by the world and the community have in fact been instilled and developed within the scope of pesantren higher learning institutions. With a 24-hour education pattern and the intensity of the direct interactions between students and lecturers inside and outside the classroom, exemplary values can be taught quickly and can become habit for students.

The Ushuluddin Faculty, which was previously considered to have no appeal for the millennial generation, was in fact able to compete with other faculties. At UNIDA Gontor, this faculty actually becomes the core of the whole scientific structure with the spirit of Islamization of Contemporary

Sciences. Moreover, all UNIDA Gontor graduates with any study program background are required to be beneficial to the wider community as enshrined in the Gafor Modern Islamic Boarding Endowment Charter and the goal of UNIDA Gontor, which is to become a quality and meaningful human being (beneficial to many people).

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CURRICULUM REVITALIZATION OF FACULTY OF USHULUDDIN UNIVERSITY OF DARUSSALAM GONTOR TO FACE INDUSTRIAL REVOLUTION 4.0

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