





# Reinforcing Quality of Higher Education in Digital Era: An Anthropology of Education Study About Strategy and Innovation of Development in Adab and Humanities Faculty, State Islamic University of Makassar

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**Abstract.** The challenge for education, especially higher education today in Indonesia, is the necessity to adapt toward the development of the era in order to be able to compete globally. In the digital era, higher education is faced with several challenges and opportunities. The process of socio-cultural adaptation of higher education which must still pay attention to the quality of human resources and responsibility to social life, especially for social science and humanity disciplines is a real challenge. However, despite these challenges, the presence of strategy and innovation in synergizing between education and the development of the digital era is a golden opportunity to have. The Faculty of Adab and Humanities is one of faculties at State Islamic University of Makassar which has a main concentration on social science and humanities disciplines. In facing the development of the digital era, the Faculty of Adab and Humanities has strategies and innovations in developing the learning process. The aim of this research is to demonstrate the strategy and innovation of the Faculty of Adab and Humanities in developing the quality of education in digital era by using anthropology of education approach. This research is a descriptive qualitative research, with informants from the academic community at the Faculty of Adab and Humanities. The results of this research indicate that there are strategies and innovations to develop the quality of higher education at the Faculty of Adab and Humanities in the digital era. These include adjusting the curriculum with the context of the era, implementing the learning process based on research and reinforcing on aspects of digital literacy among students through the innovation of the library based on digital.

**Keywords:** higher education · anthropology of education · strategy · innovation · digital era

## 1 Introduction

The development of information and communication technology today in Indonesia is a matter that cannot be denied. This is evident from the development rate of information and communication technology in all aspects of human life from the economic, social, cultural, political and educational aspects which has a major influence on the stability and development of these aspects [1]. In the context of Indonesia, the development of technology and information systems is considered to have a positive influence, namely supporting the concept of sustainable development which was implemented on September 25, 2015 as a form of mutual agreement with Indonesia as one of the countries included in the United Nations in order to achieve Sustainable Development Goals (SDGs) [2].

Indonesia's commitment in achieving the SDGs is proven by the ratification of the results of the joint agreement in United Nations activities through the Presidential Regulation (Perpres) on SDGs Number 59 of 2017 concerning the implementation of achieving sustainable development goals which focuses on the environmental, social, and economic fields [3, 4]. In addition, the form of mutual support between the SDGs concept and the development of technology and information systems has an impact on the formation of Industrial Revolution 4.0 as a space as well as a form of significant changes that occur in the working mechanism of the information and communication technology-based industrial world [5]. The paradigm transformation in the business world from being conventional to the use of technology has an impact on business productivity including mass customization, namely small-scale production that is able to gain profits, production flexibility, increasing the speed of the production process, high product quality and reducing the risk of damage, proximity to customers, and improving working life [6].

Apart from the aspect of the industrial world in terms of economic growth, the use of technology and information is also able to bring a positive influence in the government sector [7]. Such as the implementation of an electronic-based government system initiated by the Ministry of State Apparatus Utilization and Bureaucratic Reform of Republic of Indonesia (KemenPAN-RB RI) through Ministry of PAN-RB Regulation Number 5 of 2018 concerning guidelines for evaluating electronic-based government systems which are considered capable of improving the government service system and open access for all elements of society in obtaining information about policy developments [8]. The same thing was also done by other ministries such as the 100 Smart City Movement, which was spearheaded by the Ministry of Communication and Information of Republic of Indonesia (Kominfo RI), the Ministry of Home Affairs (Kemendagri), the Ministry of Public Works and Housing (KemenPUPR), and the National Development Planning Agency (Bappenas) [9]. Broadly speaking, the use of technology in the 100 Smart City Movement aims to improve government services to the community and apart from excessive administrative problems that can hinder the service process [10].

Not only that, the development of technology and information systems in the era of globalization or rather the digital era also has a major influence on the world of higher education. These include digital-based learning systems, curriculum equalization, and learning outcomes or orientations. Preferably, in the context of higher education in Indonesia, there are several opportunities and challenges faced in the digital era such

as the process of adapting education to technology, providing supporting infrastructure, equalizing digital-based education policies, and strengthening aspects of human resources. This case is a challenge for higher education today, but in overcoming these challenges, especially higher education in Indonesia, there are many opportunities such as the development of critical education models in the digital era to keep humans as subjects in the world of technology, development of digital literacy, and empowerment of millennial generation as a digital generation who is familiar with the world of technology and currently dominates in higher education.

In Indonesia, the alignment and linkage between higher education and the world of technology is not a new thing. The adaptation of digital-based education models has long been carried out since December 2019, the world community, especially the Indonesian people, was in an emergency with the Covid-19 pandemic which drastically changed all aspects of human life, including the educational model that switched from face-to-face to digital-based by utilizing various digital features and devices as learning spaces such as Whatsapp Group, Google Meet, Zoom Clouds Meeting and Skype. So that in facing the synchronization of industrial society (Industrial Revolution 4.0) and digital society (Society 5.0) in the world of education today or more precisely higher education in the digital era is no longer an obstacle. The Covid-19 pandemic is a major disaster faced by the whole world, but it leaves its own value for humans, namely the ability to communicate based on digital which is the main capital in facing the digital era.

Basically, the concept of education in Indonesia in facing the digital era has long been formulated even before the Covid-19 pandemic. This can be seen from the five elements of education policy in facing the era of globalization which was conveyed by the Minister of Research, Technology and Higher Education (Menristekdikti), Prof. Drs. H. Mohamad Nasir, at the opening of the National Working Meeting (Rakernas) of the Ministry of Research, Technology and Higher Education (Kemenristekdikti) in 2018. Among them:

- Preparation of a more innovative learning system in higher education, such as adjusting the learning curriculum, and improving students' abilities in terms of data Information Technology (IT), Operational Technology (OT), Internet of Things (IoT), and Big Data Analytics, integrating data aspects literacy, technological literacy and human literacy.
- Reconstruction of higher education institutional policies that are adaptive and responsive to the times through Cyber University, such as the distance learning lecture system, thereby reducing the intensity of lecturer and student meetings. This Cyber University is later expected to be a solution for the nation's children in remote areas to reach quality higher education.
- Preparation of human resources, especially lecturers and researchers as well as responsive, adaptive and reliable engineers as well as rejuvenation of infrastructure and development of educational, research and innovation infrastructure also need to be carried out to support the quality of education, research, and innovation.
- Breakthroughs in research and development to improve the quality and quantity of research and development in Universities, Research and Development Institutions, LPNK, Industry, and Society.

- Breakthrough innovation and strengthen the innovation system to increase industrial productivity and increase technology-based startups.

Furthermore, these five policy elements became one of the main bases for the birth of educational innovation in the digital era which we know as Merdeka Belajar-Kampus Merdeka (MB-KM) program launched by the Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim [11]. The MBKM program is a response to technological developments in the field of education as an effort to prepare formidable graduates in the face of social, cultural, work, and technological changes that are growing rapidly in the era of the industrial revolution 4.0 towards the era of Society 5.0 [12]. Reinforcing student competencies must always be encouraged and improved in accordance with the context of the times [13, 14].

The thing that needs to be present in the context of education in the current digital era is the concept of link and match which is more for higher education graduates not only with the business world and the industrial world but also with a future that is rapidly changing, including technological developments in everyday daily life [15]. Although in the digital era as it is today, there are various challenges faced by higher education that require the presence of an adaptation process to the context for the sustainability of the educational process in growing the character of the individuals in it.

Reinforcing the quality of higher education in the digital era is a necessity that is comprehensive for all universities, both private and public in Indonesia. One form of reinforcing the quality of higher education in balancing the development of technology and information in the digital era is the application of learning models and designs in universities [16]. The results of research from Siti Halimah on Blended-Learning Design in Higher Education offers a learning innovation by utilizing technology and information systems that are developing in this case the blended-learning model as a learning method with a mixed system between online and offline [17]. Online learning is more about using internet facilities for learning, while offline learning is more about a face-to-face process in the usual learning room.

Although, the blended-learning model application is inseparable from challenge and opportunity, the challenge itself is the availability of supporting infrastructure such as learning platforms, internet facilities, and access for each student. Meanwhile, the opportunity for implementation is that universities as part of government institutions should also receive attention from policy makers in facilitating all the needs of universities to support the learning process [18].

The research from Siti Halimah provides an overview of one of the innovations and strategies for developing the quality of higher education in the digital era. However, the significant difference between Siti Halimah's research and this research is the concept aspect. Previous research put more emphasis on the aspect of implementing learning models in higher education in the digital era as an effort to develop and strengthen the quality of higher education [19–21]. Meanwhile, this research is more of an educational anthropological approach to analyze and explore more deeply related to strategies and innovations for developing higher education in the digital era and their impact on human resource development, in this case students or students [22].

Educational Anthropology is a new social science discipline that emerged in the mid-20th century which departs from the question of how far education can change society

and has a focus on creating social change by involving humans and in education policy making, educational anthropology seeks to realize policies that support education as basic human needs [23, 24]. G.D. Spindler in “Education and Culture: Anthropological Approaches” that the main contribution of anthropology to education is to collect a number of knowledge about education that has been verified comprehensively as a view by analyzing different educational processes in their socio-cultural environment [25]. Therefore, it can be concluded that the educational anthropological approach used in this study focuses on the element of student acceptance of innovations and strategies for strengthening higher education in the digital era and its effect on changes in student attitudes based on historical and cultural aspects.

Furthermore, there are also several strategies and innovations for developing the quality of higher education in the digital era carried out by universities in Indonesia, among them, research-based learning in universities, curriculum equalization, and digital libraries. In this study, researchers focus on exploring strategies and innovations to reinforce the quality of higher education in the digital era at the Adab and Humanities Faculty, Alauddin State Islamic University (UIN) of Makassar through an educational anthropological approach.

The Faculty of Adab and Humanities is one of the faculties at Alauddin State Islamic University of Makassar which has a special mission in developing the quality of human resources in order to produce a determinate contribution to the independence of the nation in global competition. This requires the faculty to continue to develop strategies and innovations to reinforce the quality of education in facing the challenges of the times [26]. There are several strategies and innovations to strengthen the quality of educational institutions that are implemented at the Faculty of Adab and Humanities in facing the digital era, namely adjusting the curriculum to the context of the times, implementing research-based learning and strengthening aspects of digital literacy among students through digital-based library innovations.

## 2 Method

In accordance with the research purpose to demonstrate the strategy and innovation of the Faculty of Adab and Humanities in developing the quality of education in the digital era using an educational anthropology approach, the method used is descriptive qualitative which refers to data in the form of interviews obtained from the field [27]. Informants in this study were 5 informants from the academic community of the Faculty of Adab and Humanities including 2 faculty leaders, 2 lecturers and 1 student.

The research data was collected through direct observation and interviews at the research location. The data and information collected is directed to the topic of discussion on strategies and innovations to reinforce the quality of higher education in the digital era at the Faculty of Adab and Humanities.

Data and information analysis techniques are carried out in a structured manner, namely first, data collection which also includes data analysis activities directly obtained through interviews in the field. Second, data reduction is carried out when data collection is carried out for the first time by making a summary, classifying each data, and doing the coding process. Third, data presentation is based on data that has been classified

and then described in a narrative manner. Fourth, making conclusions and verification is the finalization of data analysis by interpreting the meaning of each data that has been presented [28].

### 3 Results and Discussion

#### 3.1 Reinforcing the Quality of Education in the Faculty of Adab and Humanities: A Strategy and Innovation in the Digital Era

Information technology and communication systems in the digital era continue to develop and bring significant changes in every sector, including the higher education [29]. The development and acceleration in the digital era is not something that must be avoided but a necessity that must be faced. All aspects of human life in the digital era undergo changes and require the presence of an adaptation process. As an effort to deal with these conditions, higher education in this case universities are required to continue to innovate and develop development strategies in order to maintain and improve quality [30].

Higher education innovation should include a series of ideas and practices that are interrelated with one another and have elements of adoption and adaptation. Good innovation requires a strategy in achieving change and planning. As in higher education, innovation and learning strategies contain concepts, guidelines, approaches, or main pathways for conducting, measuring and evaluating instruction [31].

Not only that, innovations and strategies for reinforcing higher education in the digital era need to consider instructional components before they are implemented, such as students or students, learning objectives, content, learning context, overall context, condition and ability of lecturers in choosing learning principles, techniques for achieve their specified learning goals. The principles in designing learning strategies in universities must be in line with the teaching skills of lecturers and student learning styles.

As well as innovations and quality to reinforce strategies at the Faculty of Adab and Humanities in the digital era that have been implemented and implemented starting from the beginning of the Covid-19 pandemic until now. As one of the faculties at Alauddin State Islamic University (UIN) Makassar which has a special concentration on social science and humanities disciplines, the Faculty of Adab and Humanities in carrying out innovation cannot be separated from scientific background so that its development strategy in the digital era still considers background aspects of faculty science and human resource development remains a top priority.

Although in general there is a view that social science and humanities tend to be considered as a discipline that is far from the world of technology or is perceived as an 'anti' scientific discipline against technology, this perception is not entirely wrong and also true [32]. The perception of social science and humanities disciplines as disciplines that are distant from technology in the context of the Faculty of Adab and Humanities is wholly incorrect. It is evident from the innovations and strategies at the Faculty of Adab and Humanities in developing the quality of its education in direct contact with the world of technology such as the use of E-Learning technology in learning.

In addition, the results of research from Janner Simarmata, et al. about social science learning in the era of the fourth wave also proves that social science disciplines are not

disciplines that cannot be integrated with the world of technology even though social science tends to be more direct and empirical observation of society, especially in the field of sociology and anthropology. However, it is still necessary to utilize technology to carry out the process of transforming knowledge in a broad and open manner [33].

Furthermore, there are various forms of technology-based social science learning, including: 1) Big Data, 2) Virtual Social Research, 3) Paperless Learning, and 4) Self-Determined Learning [34]. In line with that, the Faculty of Adab and Humanities also has several forms of innovation and quality reinforcing strategies in the face of the digital era that have been carried out from 2019 until now based on the results of interviews and data analysis in the field, namely:

*1) Adjustment of Learning Curriculum with MB-KM Policy*

The policy of Merdeka Belajar-Kampus Merdeka (MB-KM) is an innovation to reinforce higher education initiated by Nadiem Anwar Makarim, Minister of Education, Culture, Research and Technology (Mendikbudristek) in facing the challenges of the times, especially in the digital era [35, 36]. Although the policy is not immediately implemented in every university in Indonesia, but gradually the universities seek to synchronize learning with the policy [37]. As in the case at the Faculty of Adab and Humanities, the integration between the learning curriculum and the MB-KM policy continues to strive for. This is evident from the results of an interview with the Dean of the Faculty of Adab and Humanities that currently in the face of the digital era, his party has implemented several innovations and strategies so that the quality of education continues to improve in the digital era, including linking the conventional learning curriculum with MB-KM policy.

“Actually, we at the Faculty of Adab and Humanities always strive for learning models that are in accordance with the context of the times, as is the case with the digital era that is currently developing. When it comes to development innovation, we at the Adab Faculty have developed several separate innovations such as adjusting the learning curriculum with MB-KM policy little by little, for example digital-based learning models and research-based education. This is also done in the departments in the faculty, namely discussing digital development in the academic space. As it is done in the association of study programs or departments that are connected to the same majors at several PTKI campuses.”

Based on the interview data, it can be said the reconstruction of the learning curriculum at the Faculty of Adab and Humanities is directed at the MB-KM curriculum model so as to produce new learning models such as digital-based learning and research-based learning. The learning strategies and innovations that are integrated with the MB-KM curriculum are also based on the Decree of the Director General of Islamic Education Number 7290 of 2020 concerning Guidelines for the Implementation of Merdeka Belajar-Kampus Merdeka in the Curriculum of Study Programs at Islamic Religious Universities [38]. Through the Decree of the Director General of Islamic Education, the Faculty of Adab and Humanities gradually implements the MB-KM curriculum model such as digital development in the academic space in each study program/department and integrating research-based learning and teaching as a form of adaptation of the MB-KM policy.

Furthermore, the Vice Dean III for Student Affairs and Cooperation of the Faculty of Adab and Humanities said the same thing regarding digital-based learning innovations applied in every study program/department at the Faculty of Adab and Humanities as a response to the development of digital technology as well as a form of reinforcing the quality of education.

“Currently, the Adab and Humanities faculty has implemented the Blended-learning learning model, although it was implemented during the Covid-19 pandemic, but at that time it was fully online and now we are using the blended-learning model. Apart from being an effort to anticipate the pandemic, there is also a learning model which, according to us as faculty leaders, is a learning innovation in the digital era, integrating the concept of learning through the use of technology.”

Through MB-KM concept and policy that are integrated and elaborated with the socio-cultural context of the Faculty of Adab and Humanities, it produces digital-based learning innovations such as the application of the Blended-Learning model as a combined system of online and face-to-face learning through the use of digital technology. In terms of implementation, Blended-Learning is supported by digital platforms [39].

“This blended-learning model is implemented at Alauddin State Islamic University of Makassar through the Rector’s Decree Number 751 of 2021 concerning the Determination of Limited Face-to-Face Learning at Alauddin State Islamic University of Makassar. One of the learning models according to technical instructions is the mixed method (Blended-Learning) by utilizing the Learning Management System (LMS) or E-Learning Program which is a software application for online activities that contains several features such as the one we use, namely Learning Center Area (LENTERA) as a medium learning to arrange learning, both learning materials, learning attendance and exams or lecture evaluations which are evaluated through the Online Learning Monitoring and Evaluation (MONEV) which we have implemented at the faculty in 2021.”

“It can be said that one of the strategies and innovations is Blended-Learning, LMS, Online MONEV and the use of other learning support technologies.”

LENTERA beckons one of platforms that used as online learning application by using Moodle at the Faculty of Adab and Humanities which is facilitated directly by Alauddin State Islamic University of Makassar. This application includes four departments of the faculty and it also consists all of learning materials. Figure 1 shows the appearance of LENTERA and its contents.

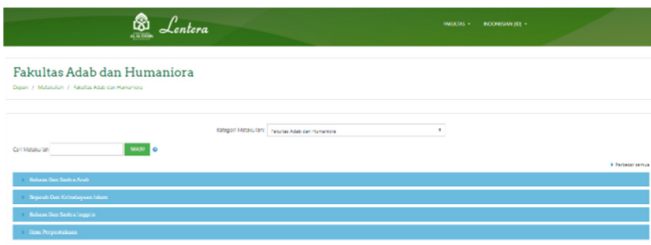


Fig. 1. The application of LENTERA by using LMS at The Faculty of Adab and Humanities



The main projection from the presence of MB-KM policy is to be able to produce competent and innovative university graduates according to the development of science and technology and according to the demands of the business world and industrial world [40]. The Faculty of Adab and Humanities as part of Islamic Religious University (PTKI) innovates and designs quality reinforcing strategies in the digital era through the process of integrating MB-KM curriculum is expected to characterize scholars and intellect, based on professional values according to the scientific focus in their study program. In addition, the granting of three semesters outside the study program is expected to lead to the development of an out of the box mindset for students of the Faculty of Adab and Humanities in responding to and entering life in accordance with the demands of the era of the industrial revolution 4.0, society 5.0 and 21st Century Skills [41].

## 2) *Research-Based Learning Model*

As an effort to reinforce the quality of education in the digital era, the Faculty of Adab and Humanities is also developing a research-based learning model that is integrated with the MB-KM curriculum, KKNi and Outcome Based Education (OBE) [42]. Research-based learning innovations at the Faculty of Adab and Humanities are more focused on developing human resources in building a new learning culture with demands on the ability to find, develop knowledge to solve problems at hand, and then test the truth of knowledge. The form of learning interaction between students and lecturers is active interaction. Lecturers act as facilitators and mediators in order to bring students to achieve the expected competencies. The purpose of research-based learning is to create a learning process that leads to analysis, synthesis, and evaluation activities as well as to improve the ability of students and lecturers in terms of assimilation and application of knowledge.

Although research-based learning model at the Faculty of Adab and Humanities is still relatively new and has technical challenges, these activities continue to be maximized as carried out by two study programs/departments, namely Library Science and History of Islamic Civilization. Through the student institution, the Department of Student Association (HMJ), research-based learning activities have been carried out in stages through the preparation of research-based work programs such as Research School and Research-based Study Tour and also involve elements of faculty and study program/department either lecturers or leaders as facilitators.

“Actually, what our students in the two majors are doing is their institutional creativity at HMJ and their initiatives which of course really help us in the faculty because we also want this to become a separate culture not only among students but also among lecturers as a form of human resource quality development in the digital era. We, leaders, really appreciate the development initiatives carried out by HMJ because it really helps us in implementing the concept of research-based learning.”

The collaboration between faculty, study programs/departments and student institutions produces a new style of learning culture that is the demand of the times. Student institutions at the Faculty of Adab and Humanities both at the department level (HMJ) and at the faculty level (DEMA/SEMA) have been able to adapt to technological developments and create a research culture, although it is still far from being optimal. The research tradition among students at the Faculty of Adab and Humanities has become a

new habit and adaptation as well as a form of character education for students in training sensitivity and social care.

In addition, in term of research-based teaching, the Faculty of Adab and Humanities continues to commit quality development innovation through the establishment of the Committee of Quality Assurance at faculty that focuses on developing human resources for both students and lecturers. Research-based learning strategies are pursued by enriching teaching materials in the classroom based on research results from both students and lecturers, implementing a learning system actively interaction between students and lecturers by discussing the latest research results obtained from the library in the classroom, familiarizing lecture activities with student presentations related to contemporary research issues related to the subject in the classroom, and cultivating the implementation of research activities through mini-research programs as a form of lecture assignment to students [43].

“Aside from the E-Learning program, the Adab faculty has also formed the Committee of Quality Assurance in 2020 as an effort to improve the quality of education and prepare Semester Learning Plans (RPS) and apply the Student Teacher Integrated Learning System (STILeS) concept so that the direction of directed and structured learning, especially in the digital era through an integrated learning model between lecturers and students. This learning model is also able to combine the results of student or lecturer research and then be taught in the classroom. So, we prepared a research-based learning model as a response to current developments.”

“And also research-based learning is one of the policies in MB-KM and in the future we also hope that in terms of study completion requirements, it is no longer only with Thesis but is able to write and publish journal articles as a substitute for study completion requirements.”

From the establishment of the Committee of Quality Assurance at the faculty, the determination of the Faculty of Adab and Humanities is getting stronger in implementing research-based learning model as innovations and quality development strategies in the digital era with limited facilities and infrastructure and also budget. The purpose of research-based learning at the Faculty of Adab and Humanities cannot be separated from the goals of national education in the 1945 Constitution, namely aspects of the usefulness of courses that are more contextual in nature, reinforcing the ability and awareness of students as researchers, reinforcing learning through the internalization process of research, improving the quality of education by involving students in research, increasing students' understanding of the development of science through continuous research, increasing students' critical thinking and the role of research in creating creative development innovations in the future [44]. Figure 2 shows the process of arrangement of quality standard document by the Committee of Quality Assurance at the Faculty of Adab and Humanities while explaining about the urgency of quality standard documents.

At the Faculty of Adab and Humanities itself, in implementing research-based learning, operational constraints are faced, such as the availability of facilities and infrastructure, research facilitation budgets, and limited and minimal human resources. Therefore, the Faculty of Adab and Humanities in overcoming these challenges seeks to minimize the expenditure budget to be transferred to the research process and also hopes that there will be a quality reinforcing budget from the central government. Meanwhile, from the



**Fig. 2.** The arrangement of quality standard documents by the Committee of Quality Assurance

aspect of human resources that are still limited, both from students and lecturers, the efforts made are to create a faculty environment that does not restrict students' freedom to innovate through research activities and minimize administrative rules for lecturers so that they have sufficient time to do research.

### 3) *Digital Library*

The concept of digital library was first coined by Vannever Bush in July 1945, which departed from the problem of storing manual information that prevented access to published research. During the 1950s and 1960s, researchers, librarians, and other parties continued to strive for open access to library collections, but the existing technology was not sufficiently supportive [45, 46]. It was not until the early 1980s that library functions were automated through computers, but only in large institutions given the high investment costs [47].

In the digital era, the development of digital library concept is increasingly experiencing rapid progress, especially in every university in Indonesia, including the Faculty of Adab and Humanities, which makes digital library as a form of strategy and innovation to reinforce the quality of education in the face of the digital era. In general, digital library is a model of library with concepts and systems that provide various kinds of services and information objects through digital devices. These services can facilitate the search for information in the collection of information objects such as documents, images and databases in digital format quickly, precisely, and accurately [48].

At the Faculty of Adab and Humanities, the development of digital library has objectives based on the mandate of Law Number 43 of 2007 concerning Library, namely: First, increasing access to information resources and services that are incorporated in the network. Second, providing library material and information contains local cultural values. Third, facilitate access to reading and facilitate the distance learning process. Fourth, digital library aims to increase scientific research by using the internet network [49].

“Yes, we at the faculty have also implemented a digital library model although we continue to make improvements and one of the main achievements is the development of digital literacy or new literacy among students. For example, in the Adab faculty library, we strive to build habits that refer to the concept of digitization, including open access to quality digital reading that is able to support the abilities of students in each department and is available free of charge. So students who are looking for reading references for

academic needs such as writing a thesis, they can get it digitally. And we are also working on the culture of reading, researching and writing to become student habits in this digital era at the Adab faculty.”

In developing service quality, the library of the Faculty of Adab and Humanities applies a library automation system which is a computerized concept of every service activity in a digital library, such as library material processing, circulation, Online Public Access Catalog (OPAC), procurement (acquisition), membership management, management of serial publishing, and reporting [50].

“Furthermore, it is still related to the E-Learning Program in utilizing rapidly developing technology, reinforcing strategies and innovations that also touch aspects of student intellectual development through the availability of easily accessible reading materials such as the digital library model initiated by the faculty library. So reading access can be easily distributed to all students in supporting the learning process.”

In addition, another form of automation that is currently being implemented in the library of the Faculty of Adab and Humanities is inputting library material data into the Senayan Library Management Systems (SLiMS) which consists of two stages, namely the bibliographic data input stage and the collection data input stage [51]. This application makes it easy to access library materials digitally with a web-based open source that was first developed and used by the library of Ministry of Education and Culture. This application is used for managing printed and recorded collections in the library.

Besides SLiMS, the library of the Faculty of Adab and Humanities is also using OPAC management. Generally, OPAC is installed catalog system which can be accessed publicly and it can be used by the users to explore catalog data to make sure whether the library saves particular collection for obtaining information about its location and if it is connected to the circulation system, then the user can know the available collection. Besides to give satisfaction for the users and make quick available information searching in library, OPAC also has function to show the location of book or collection, take inventory all collections in library and give ease to look for the collection [52]. Figure 3 shows the display of digital library of the Faculty of Adab and Humanities supported by the SLiMS application and it uses OPAC management to maintain the library collections.

Therefore, it can be said that in facing the challenges of the digital era, the Faculty of Adab and Humanities has prepared itself by implementing strategies and innovations to



Fig. 3. SLiMS and OPAC platform operated by the digital library at the Faculty of Adab and Humanities

reinforce the quality of education such as adjusting the learning curriculum with MB-KM policy, implementing research-based learning, and improving digital library. However, in the process of implementing quality reinforcing strategies and innovations, the Faculty of Adab and Humanities faces various challenges including limited human resources, the adaptation process with digital-based systems, facilities and infrastructure, reinforcing operational budgets, and the Committee of Quality Assurance that constrained by incomplete quality documents.

“A separate challenge that we face at the Adab faculty in terms of strategy and innovation development, namely the problem of human resources that are still limited both in adaptation and implementation, therefore what we do in overcoming these problems is conducting special routine training in each department on innovation and strategy development of the quality of education in the Adab faculty. Furthermore, the problem of the Committee of Quality Assurance as a special agency in supporting the digital-based learning process is constrained by the incomplete quality document aspect. And the last is the facilities and infrastructure that relate to the budget problem in carrying out reinforcing innovations in the Adab faculty. From the student side, the main challenge that is often faced is the problem of adapting to the current learning concepts and models and is also constrained by the problem of learning support facilities. However, so far our students at the Adab faculty are starting to be able to adapt to current conditions, for example they are able and happy to do research-based learning or other activities related to research.”

Regardless of the challenges, there are always opportunities to overcome problems as well as those that occur in the Faculty of Adab and Humanities. There are several steps taken to minimize all challenges in the implementation of quality reinforcing strategies and innovations, such as in the case of research-based learning, the Faculty of Adab and Humanities synergizes and collaborates with student institutions in creating a research ecosystem by continuously introducing students to the nature and urgency of research through the process of learning by doing and not promoting the implementation of research as a frightening specter among students [53]. As a result, the habit of doing research on a small scale will gradually develop without realizing it so that from this habit it will affect the socio-cultural environment of the faculty and create a research culture among the academic community.

### **3.2 The Implementation of Strategies and Innovations to Reinforce the Quality of Higher Education in the Digital Era: A Response from Student**

The implementation of quality reinforcing strategies and innovations at the Faculty of Adab and Humanities has its own achievements in terms of its contribution to the intellectual development of students. Therefore, the student aspect has always been one of the considerations in making and implementing policies, including quality development innovation. Based on the analysis of data from interviews in the field about several forms of strategies and innovations for strengthening education and quality at the Faculty of Adab and Humanities, including curriculum adjustments with MB-KM policy, research-based learning, and digital-based libraries, the students of the Faculty of Adab and Humanities welcome hopefully all of innovations and strategies as all of them can give contribution to the development of students' intellectual capability.

“We hope that the academic community can hold discussion to present research-based higher education strategies and innovations to reinforce the quality of students based on social-humanities discipline. The industrial revolution will always not pay attention to the social-humanities discipline, so the Faculty of Adab and Humanities should not fall into that abyss. However, the Adab Faculty must see this challenge as a golden opportunity to advance the quality of the social-humanities discipline, especially at Alauddin State Islamic University of Makassar. Research-based education model will present quality human resources and be able to compete with students with exact science backgrounds and/or engineering concentrations in the digital era.”

One of the students of the Faculty of Adab and Humanities gave his views and expectations about the urgency of learning curriculum as an important instrument in assessing the quality of education and the concept of research-based learning in the social science and humanities discipline. According to him, if the educational curriculum cannot support and encourage students' intellectual abilities, then of course an evaluation of the curriculum and instruments of higher education must be carried out [54]. Technological developments will affect the education sector, especially higher education. Furthermore, it is necessary to concentrate on education and research-based learning, which is a new innovation that can support the quality of education in the digital era for the sake of advancing the quality of education, especially education based on social and humanities which is the background of scientific disciplines at the Faculty of Adab and Humanities.

## 4 Conclusion

Strategies and innovations to reinforce the quality of higher education in every university are a form of necessity that must be carried out in order to improve quality in facing the challenges of the digital era without exception being carried out at the Faculty of Adab and Humanities, Alauddin State Islamic University of Makassar. This study concludes that in its implementation, there are several strategies and innovations to reinforce education at the Faculty of Adab and Humanities in the digital era, including:

First, the adjustment of learning curriculum to the MB-KM policy creates a learning style that liberates students and lecturers that is integrated with the use of technology and at the same time proves that social science and humanities discipline can be synchronized and collaborated with the world of technology. That is, social science and humanities are not discipline that contradicts with the scope of technology. Second, research-based learning models can develop the ability and social sensitivity of students and lecturers to the surrounding environment so that the concept of research-based learning becomes a new ecosystem in the Faculty of Adab and Humanities in developing the treasures of knowledge. Third, digital library facilitates an easy access to the quality reading in every study program/department at the Faculty of Adab and Humanities so as to create reading productivity and sustainable research.

This study can be considered in the process of evaluating policies related to quality reinforcing strategies and innovations at the Faculty of Adab and Humanities in facing the challenges of the times. The study is only limited to tracing and analyzing strategies and innovations to reinforcing education in the Faculty of Adab and Humanities and their impact on human resource development. For further research, it can be done in more detail and depth and on a larger scale.

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