

Indonesian Lecturer Creates Generation Mindset and Stand up beyond Imagination

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Submission date: 08-Dec-2021 06:11PM (UTC-0800)

Submission ID: 1725003915

File name: BICISS_2018_53.pdf (449.95K)

Word count: 5917

Character count: 33421

Indonesian Lecturer Creates Generation Mindset and Stand up beyond Imagination

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Keywords: Lecturer, Mindset, Stand up, Beyond Imagination.

Abstract: The arrival of a robotic, Artificial Intelligence and big data is a sign of a progress in science and technology that leads to a rapid, sudden and surprising change, so that the changes are dynamic, not mechanical and industrial. This certainly requires a competence to create a future in the present with an beyond imagination. Some of the facts show the emergence of Go-Jek, Go-food, Traveloka, even e-learning, admodo, online in a learning system that can create a situation and condition that makes convenience, speed and surprise in learning for someone, anywhere and anytime can learn long live learning. Beyond imagination thinking is needed to create a future in the present, through the development of natural competence in thinking, so that it is demanded in the learning process that encourages and empowers and develops the potential of students, in order to be able to ask questions, observe, communicate effectively and collaborate in disciplines. The result is that the Indonesian Lecturers' Mindset in brave learning comes out of the comfort zone in creating the future world now through empowering the potential of students to encourage asking, observing, communicating effectively and disciplinary collaboration. The organization is innovative, innovative and productive for Indonesian students in creating the present with beyond imagination in entering the era of disruption.

1 INTRODUCTION

The arrival of a robotic, Artificial Intelligence and big data is a sign that the progress of science and technology will lead to a rapid, sudden and surprising change, so that the changes are dynamic, not mechanical and industrial. In the world of higher education in Indonesia there has been an education movement in the post that gives a perspective of encouraging higher education from below, where after completing secondary education, the desire of graduates to continue to tertiary education continues to increase as Mayling and friends have suggested (2017: 1) almost 6% per year

Higher education will now experience change as a result of the progress of science and technology, as has happened in the role life of the social system quickly and sustainably. For universities in terms of learning that begins to shift from lecturer-centered, turning around is centered on students who feel and do the learning process, so that the potential of students can develop optimally. Buchari Alma revealed (2008: 23) In order for higher education to form a good image, it must be with good and

qualified lecturers, not emotional, not easily offended, not haunted, not smart but rather expected to be able to communicate effectively.

Students' competence to create a future in the present with a beyond imagination is a necessity that will be carried out by higher education towards students, because higher education is an education level after completing or graduating from secondary school education, as stated in the Law on Higher Education No. 12 in 2012 concerning higher education article 1. Higher education is education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on Indonesian culture. This can be explained that students who study in higher education, of course, have undergone secondary education and graduated, so that it can be interpreted that students have received education, both social, humanities and technology that can be developed more optimally, while in higher education with models and strategies as well as evaluation of learning in higher education that requires a level of

thinking HOTS (Higher Order of Thinking Skill) at level 6, namely analysis as stated in the Republic of Indonesia Presidential Regulation No. 8 of 2012 concerning IQF (Indonesian National Qualification Framework) Article 5 that the lowest graduate is equivalent to level 6 or at level six, namely analysis. Through this level of thinking HOTS will certainly create a beyond imagination as a result of the analysis process, with various alternative choices in overcoming a problem as a follow up to the results of the analysis that has been done.

From the social, economic and social aspects, change continues to move dynamically, as it is now, with the emergence of Go-Jek, Go-food, Traveloka, in the learning system there are also surprising changes, such as e-learning, admodo, online. and distance education. For someone anywhere and anytime they can learn long live learning. so that it can create a situation and ease, speed and indulgence so that Disrupiton occurs. Kasal (2017: 139) Disruption occurs not only at aspects of business, investment and finance but are linked to aspects of politics, government and entertainment, and are related also in the field of higher education.

Students as creatures who can be educated and as social beings in the learning process, there are a number of natural potential that can be developed and empowered optimally in order to create a change that is able to create a future world at the present time. The natural potential of students developed is to respond, observe, speak and receive. As Hughes puts it (2012: 1) creativity and routine, laughter and anger, fear, curiosity, disgust, friendship and solitude, self-affirmation, obedience, building, gathering, crying and laughing, imitating, playing.

In physiology students have brains that can be empowered and developed by Sanusi (2015: 57) can be explained, the brain must be trained and developed to think. More clearly Sanusi said that learning, actually thinking. Someone always learns that the brain will work to think, so that the mind develops well, with good thinking will foster HOTS skills for someone and then will develop the criteria and productivity that fold beyond imagination ..

The condition of Indonesian lecturers will experience a crisis in 2020, the number of lecturers Ali Ghufron Mukti, there are 10,000 lecturers entering retirement period and there have been no recruitment of lecturers in the last two years, so the teaching profession has become scarce. (Beni Nurdiansyah. 2016). Whereas in producing college graduates with Higher Order of Thinking Skills the role of lecturers is needed, because Indonesian

lecturers will create conditions that are conducive to creating an impression of their students, so that it will emerge thinking beyond imagination in order to create a future in the present, through developing imaginative learning in thinking . Sanusi (2015: 55) suggests thinking using imaginative (designer / design). Through imaginative thinking with an intuition that is far ahead, it will bring kreatifitas in implementing it now.

Mindset and Stad up are criatif, innovative and productive for Indonesian students in creating the present future by beyond imagination in entering the era of disruption, of course the Indonesian mindset mindset in the learning process dares to come out of the comfort zone to create a future world now, through empowering the potential of students to ask , observing, communicating effectively and disciplining collaboratively needed for rapid, surprising and easy changes or disruption.

2 LITERATURE STUDY

2.1 Lecturer

Lecturers according to Law No. 14 of 2005 concerning Teachers and Lecturers article 1 paragraph 2 states (Abdullah Idi. 2014: 253) that lecturers are "professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and art through education, research, and community service ". Lecturers in transforming, developing, and disseminating science, technology and art through education, are required to have several competencies which include: a. Pedagogic, b. Personality, c. Professional, d. Social.

The spearhead of the success of higher education is the lecturer in creating a conducive condition for the effective and efficient, productive and productive learning process. As stated by M Subary Sutikna (2006: 51), it can be explained that the tip of the education system is lecturer.

For the learning process to run effectively and efficiently, critically and productively, the lecturer must possess and master pedagogical competence, where the lecturer must be able to manage learning so that the learning process occurs for students as students optimally along with the development of the education paradigm, as stated by Dedi Mulyasana (2012: 23) the direction of education shifts to more professional management. In this case also included in the management of higher education, namely the ability to design and

implement learning, evaluate learning outcomes, and develop students' natural potential in actualizing their various natural potentials.

Lecturers in a broad sense are student supervisors so that they can develop optimally in accordance with their level of development and become students' lives to be more valuable and meaningful and useful for themselves and their families, communities and nations. Tilaar (2015: 128) can be interpreted that the lecturer in a broad sense is a student guide to develop his human nature.

It is this nature of humanity that must be developed by the lecturer in the process of learning on campus, both the natural natures brought on from birth and developing within the family, community and academic environment in the campus. Tilaar (2015: 129) can be explained that the nature of humanity is made from birth from the gift of the Creator of heaven and earth and between them.

Along with the advancement of science and information technology, there has been disruption in the world of higher education in Indonesia in the milineal era by marking knowledge-based learning on technology and technology with robotic, artificial intelligence and big data that make a rapid change, surprise and ease. Kasal (2017: 145) can be explained that change occurs in surprise, sudden shift, the speed of a new movement, surprising and hidden but the development is very fast and indulgent.

2.2 College Student

Students in the developmental age range of 18 years 60 years are adults. Hurlock (1980: 246). Mention that adult age is divided into 3 adult periods, that is: from 18 to 40 years of early adulthood. Time 40-60 years of middle adulthood and 60 years of age and beyond (adult). Students in early adulthood from 18 to 40 years have characteristics as stated by Hurlock (1980: 252) namely, the occurrence of physical and psychological changes. Changes psychologically by marking the criteria according to interests, comet.

Students in adulthood in the process of higher education certainly need to be empowered by the lecturers' creativity and cometment through curricula, strategies and methods and effective management of learning, as stated in Permenrestikdikti no. 44 of 2015 concerning the national standard of higher education article 11 paragraph 1, namely the characteristics of the learning process, a. consists of interactive properties, b. holistic, c. integrative, d. scientific, e. contextual, f. thematic, g. effective, h. collaborative, and i. student-centered.

King (2007: 197) suggests that adulthood is between 18 and 25 years. From the adulthood that King has put forward, students who are attending tertiary education in a university including adulthood whose development is not hampered will seek the desired career path, the identity they have and the desired lifestyle whether living alone or getting married. Students in adulthood with a number of things marked, as stated by Jeffrey Arnet 2006 (King, 2007: 197) can be stated is "Identity search, Instability, Self-focus, Feeling in the middle, age with all the possibilities to change lives.

In adulthood for students in cognitive development that idealism in the formal stage of operations develops with more realistic and pragmatic thinking. Kitechener and King 1981 (King, 2007: 205). Students entering lectures begin to think relatively and reflectively. In the future students will face increasingly complex and surprising changes, so that the ability to think realistic and reflective is needed. King (2007: 205) explains that the key aspects of cognitive development, can be interpreted as taking decisions, knowing differences.

Each student has different experiences and learning processes, some from public, religious and Islamic boarding schools as well as from package C. This is certainly what makes the difference in ability to move and respond in any learning on campus for a change in higher education. Naturally students have a variety of potential as stated by Hughes (2012: 20) which can be stated, namely natural potential: critical and routine, curiosity, disgust, friendship and solitude, self-knowledge, obedience, building, gathering, crying and laughing, imitate and play. For students the natural potential that needs to be developed such as: creativity, curiosity, friendship and building is what needs to be developed towards the positive.

2.3 Imaginary Learning

Permenrestikdikti No 44 of 2015 concerning National Education of Higher Education Article 38 paragraph 1 The standard of learning management is a minimum criterion regarding planning, implementing, controlling, monitoring and evaluating, and reporting learning activities at the level of study programs. and paragraph 2. Learning management standards as referred to in paragraph (1) must refer to graduate competency standards, learning content standards, learning process standards, lecturer standards and education

personnel, as well as standards of learning facilities and infrastructure.

Of the eight standards, one of them is a standard learning process, it can be interpreted that in the learning process how to empower the natural potential of students so that they can develop through an interaction of lecturers with students, students with students, and students with lecturers and learning environment. In Permenristekdikti No 44 of 2015 concerning National Standards of Higher Education article 1 paragraph 10 states that, Learning is the process of interaction between students and lecturers and learning resources in a learning environment.

Student learning for a lecturer is very important and properly understands how to learn students, as a material consideration in condition so that the learning process for students occurs optimally according to the different abilities of each student, to change the competence in skills, knowledge and meaningful student attitudes for the next student life. Ketteridge (2013: 11) It can be explained that students have different backgrounds and expectations in learning. Students also have a period or era that can change or distinguish the way of learning for each student. Taufik Bahaudin (2007: 130) can be explained that each era requires its own way of thinking that is different from the previous era.

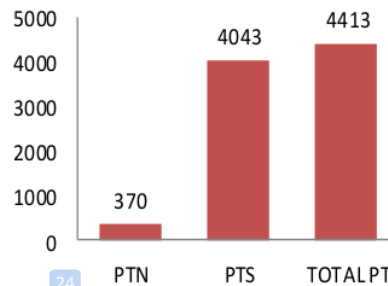
In learning to empower the potential of natural potential, curiosity, friendship and building through the process of interaction in learning, so that it will bring up a thought beyond imagination in an era of disruption that is full of very dynamic, fast and shocking movements of change. Egan (2009: 8) can be explained that involving imagination in learning to empower natural potential (students) is an important matter. Egan criticized that imagination is often ignored in learning. For the success of effective, efficient, qualitative and productive learning. Student imagination needs to get attention for every lecturer in higher education. Egan (2005: 8) can be explained that every person (lecturer) involving imagination in learning is one of the keys to successful teaching.

3 DISCUSSION

3.1 Challenges and Opportunities for Indonesian Lecturers

Higher Education that organizes education in Indonesia in the number (4413 Universities) consisting of State Universities and Private

Universities. For State Universities a number of 370 and Private Universities are 4043. Of this amount, there are far more Private Universities. This means Private Universities have more roles in the administration of higher education in Indonesia.



Source: <https://www.duniadosen.com/perbarison-jilang-perguruan-tinggi-swasta-dan-perguruan-tinggi-negeri-2/>

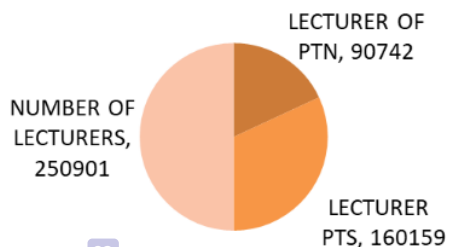
Figure 1: Higher Education in Indonesia

The greater number of Private Universities will also have a greater role in the delivery of higher education in Indonesia, and this is a potential for higher education institutions as an opportunity to move more quickly and change towards a better and highly competitive. Heri Kuswara (2012) can explain that universities are mediators and facilitators in building the nation's young generation in teaching, educating, training and motivating students to become smart, independent, creative, innovative and creating job opportunities.

For private universities, it is a challenge to play higher education in Indonesia, considering the large number of tertiary institutions. This role will increase in the revolutionary era 4.0 where rapid disruption of learning occurs, Suharsaputra (2016) can be interpreted as learning globalization as a result of information technology development so that the role of universities in creating quality and competitive graduates is needed. Furthermore, Uhar stated that the learning process in universities is important to improve the quality of lecturers, physical facilities, dynamic academic climate, technology-based communication networks / information systems with a future orientation.

Judging from the presence of lecturers in Indonesia in number (250901 people) consisting of State Universities and Private Universities. For State Universities a total of 90742 people and Private Universities amount to 160159 people. Of these, there are far more private university lecturers. This means that Private Higher Education lecturers have more roles in implementing higher education in Indonesia.

For lecturers at private universities, it is a challenge to play higher education in Indonesia, considering the large number of tertiary institutions.

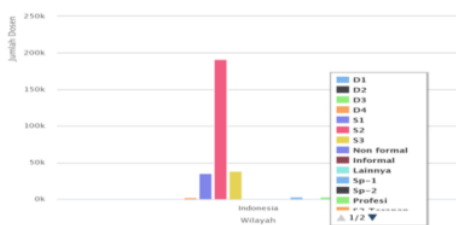


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Figure 2: Lecturers in Indonesia

More lecturers at private universities, of course, will also have more roles in the delivery of higher education in Indonesia, and this is a potential human resource in higher education as an opportunity to move more quickly and change towards higher quality and high competitiveness. Human resources are very important because humans are considered to have talent, creativity in moving towards continuous progressive change. Lecturers as human resources also play a role in the quality assurance of higher education by increasing their academic standards, with various educational and teaching activities of the Standardization Information and Socialization Deputy, Zakiyah (2018) can be interpreted by giving appreciation to all lecturers in undertaking the development of education in Indonesia.

The role of Higher Education in standardization and conformity assessment activities, especially lecturers in participating and coloring national and international standards. Jasrudin (2018) The role of public and private universities in Indonesia is needed as a locomotive in entering the world of competition.



Source : <https://forlap.ristekdikti.go.id/dosen/homegraphjenjang>

Figure 3: Level of Lecturer Education in Indonesia

In terms of the education of Indonesian lecturers between the S3, S2 and Non-Formal education levels, Indonesian lecturers are still many levels of education in S2, and S3 are still slightly less similar to the level of non-formal education. This means that the level of education for new Indonesia lecturers at the order of meeting minimum standards. The Head of the National Standardization Agency Bambang Prasetya (2018) explained that the importance of standards in protecting the community, quality reference, fair business, reliability in social, economic and cultural changes. Furthermore, Bambang Prasetya (2018) stated that standardization and conformity assessment can improve work efficiency and sustainable certainty in maintaining consumer confidence.

3.2 Lecturers and Learning

Lecturers as educators at a high level of education are obliged to carry out the Tri Darma of Higher Education, namely, Education and Teaching, Research and Service. As explained in Law No. 12 of 2012 concerning Higher Education System Article 1 Paragraph 14, Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating Science and Technology through Education, Research and Community Service.

Education, which is one of Tri Darma, must be carried out by the lecturer through learning by conditioning the conducive situation in a lecture process, both in class, practice / practicum and in the field, so that the learning process occurs for students who study as stated in the Law Law No. 12 of 2012 concerning Higher Education System Article 1 Paragraph 12 states that Learning is a process of interaction between students and lecturers and learning resources in a learning environment. And also as stated by Schunk (2012: 5) it can be explained that learning is a change that lasts a long time in behavior, or in the capacity to behave in a certain way that results from practice or other forms of experience.

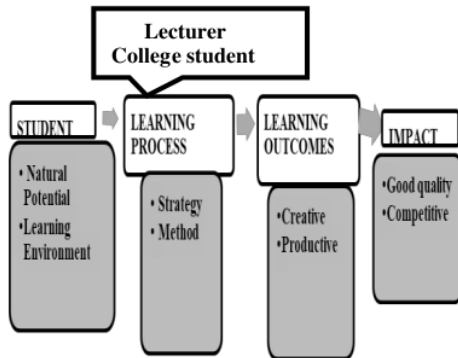


Figure 4: Learning Process

In developing the natural potential of students there are several important potentials to be developed by lecturers, so that students after graduating from higher education become qualified and able to compete are disrupted

Critical development, for a student with a sense of love, is a potential to create from an emotion that needs to be given space to be able to develop in a positive direction in creating something beautiful and enjoyable. Zafri (2012) can explain that critical thinking is a mental process in analyzing, evaluating information, and that information can be obtained from observations, experience, common sense and communication.

The development of curiosity, for a student is an urge to ask questions and concepts that are poorly understood and poorly understood. This potential for curiosity has been around since childhood by asking what the question is? Who is that? Why is that? Lecturers continue to encourage their students to develop a more critical question in accordance with the level of development of students in adulthood. Rima Buana Prahastwi, Subani, Dwi Haryoto (2014: 1-7) can be interpreted that curiosity is based on instinct in an effort to maintain the continuity of life and its permanent nature throughout the ages.

Friendship development, the natural competence of friendship (friends) will develop well when engaging with the environment (friends), the more friends, the more natural potential develops, and the experience and knowledge and skills of students will grow as their friendship gets better. Dadang Munandar (2018: 137-148) can be interpreted that a friendly relationship (friends) greatly influences loyalty in a job, the better the friendship relationship (friends) increases loyalty in a work relationship.

The development of building cooperation, the ability to build cooperative relationships is a natural competence for students that needs to be developed by lecturers in order to appreciate differences and strengthen solidarity in recognition of the strengths of others that can be used as strengths in filling the weaknesses of these differences. Ahmad Rizal Zacky and Fira (2014) can be interpreted as the collaboration of several human resources from different backgrounds to run comets and achieve the same goals

The strategy of learning has been disrupted, which has increasingly entered the education area today as a result of the progress of science and technology such as e-learning, online learning, admodo, cyber education. In this case the lecturer in designing learning needs a strategy with a focus on empowering potential students or students (student centered). Mayling (2017: 96) can be interpreted as a method of teaching and learning centered on students who are widely accepted and applied, and are believed to be the driving force of the future.

The learning method designed by the lecturer truly describes the empowerment of students' potential to the maximum for the learning process in students with the target of achieving learning that is able to answer the future (era of disruption). One method used is blended learning. Blended learning is a learning system that refers to student learning by combining learning approaches namely face-to-face learning and computer-based learning, whether online or offline. Zaharah Hussin Saedah Siraj Ghazali Darusalam Nur Hasbuna Mohd Salleh (2015: 1-6) can be interpreted that blended learning is a mixture of conventional learning models by learning online. Students are expected to be active to be able to find appropriate learning methods for the student. Teachers (lecturers) as mediators, facilitators to create conducive situations so that the construction of knowledge in students (students) occurs. Amen (2017: 51-63) can be interpreted as Blended learning as a learning process by utilizing various approaches. The approach is carried out by utilizing various kinds of media and technology. In this case the lecturer can carry out the learning process based on technology, so that the learning process is not left behind by the advancement of science and technology namely by empowering information and technology (IT) through e-learning, cyber education, admodo, online learning.

The learning process with the right approach in accordance with the competencies that will be developed in a conducive situation will support learning with student learning outcomes that are

critical and productive. Narudin (2009) can mean that cooperative learning emphasizes the importance of student participation and activity in seeking information on lessons to be learned through available materials and requires students to have good skills. nature of communication as well as in group process skills. Cooperative learning can also train students (students) to foster independent thinking competencies, students are actively seen in learning. The impact of the learning process whose strategies and methods are right will result in effective and productive learning and at the end create quality and competitive students in the era of disruption. Agus (2016) can be interpreted that in harmony between teacher-student relations (students), and the high level of cooperation in the form of interaction depends on the approach taken by the teacher in classroom management.

3.3 Learning Disruption

Disruption of learning is a rapid, surprising and sudden change as a result of technological and scientific progress. Kasal (2017: 145) can be interpreted that disruption is 3S namely, supuspise, sudden shiff, speed (shocking, sudden, fast). Learning disruption can be seen with various technology based learning and information approaches such as e-learning, admodo and various computer-based learning programs.

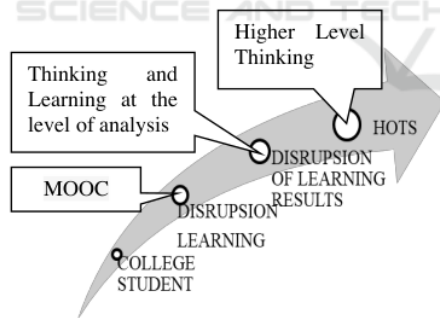


Figure 5: Learning Disruption

The impact of technological advances and information can change a person's lifestyle, including learning styles in the learning process for a student. This can be witnessed where people can learn through online media, online anytime and anywhere that the previous era must go to library to find reading material in the form of books print, print journals, printed newspapers and all are hard copy but now through the internet network people

can learn through oneline commonly called e-learning. Quinn, C. (2009) One approach to consider the capabilities of information technology such as e-learning, portals, and sometimes e-communities. Can be interpreted that in improving learning outcomes of course with technological empowerment.

In the world of education in higher education should have developed a technology and information-based learning in the era of disruption. Mahbub Alwathoni (2018) can be argued that the development of digitizing education in online learning has occurred such as the MOOC (Massive Open Online Course) or AI (Artificial Intelligence) e-learning innovations. network (online). Anita Lie (2018) said that disruption had occurred in the field of education. Education must change itself with e-learning.

Disruption of higher education for the learning process that results in higher order of thinking (HOTS) by e-learning through a Blended Learning approach, which is a mixed learning between conventional and technology, so as to improve thinking skills. Ida Rianawaty, S (2011) can be interpreted that thinking skills are a cognitive process used for thinking such as thinking skills inferring, thinking skills connect various clues, facts and information. Likewise, as stated by Kurnia (2008), it can be interpreted that the use of learning approaches is very influential on high-level thinking skills.

Learning based on e-learning in higher education can improve the quality of processes, products, outputs and learning outcomes. Dwi Yulianti (2011) e-learning based teaching materials can be used in mathematics lectures in improving cognitive, affective, and psychomotor learning outcomes and can develop student independence, so that students will become high-level thinking with appropriate and effective learning approaches.

3.4 Minset Generation and Beyond Imagination Stad-up

The thought of creating a new world of the future now is a high-level thinking ability for a student, yakti with a minset of how to do something before thinking about doing something. Kasal (2017: 289) can be interpreted that the minset is how to think something with the provisions of the settings made before thinking or acting.

Learning with e-learning is able to empower students as the generation of minset to think through space and time by using technology on a one line

basis, in contrast to conventional learning which is bound to the classroom and time that has been determined which makes it bound to time and space. Higher education has now regulated higher education by the Ministry of Education and Culture with the rules of distance education and online education, in the beginning higher education was only enjoyed by students in the cities, and now with these regulations it can provide opportunities for students in rural areas even in the highest areas. Regulation of the education and culture minister of the Republic of Indonesia No. 109 of 2013 concerning the implementation of distance education in higher education, Article 1 paragraph 4 Electronic learning (e-learning) is learning that utilizes information packages based on information and communication technology for learning purposes that can be accessed by participants educate, anytime and anywhere. Intan Ahmad (2016: 6) can be interpreted that the distance education system (PJJ), perceived as a 21st century innovation, is an educational system that has a wide range, across space, time and socioeconomics.

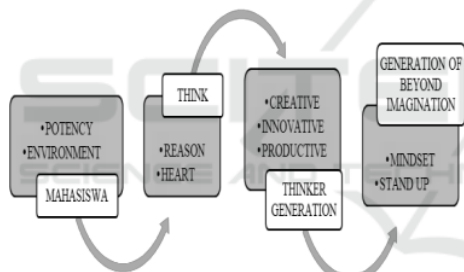


Figure 6: Minset Beyond Imagination

The learning process for the occurrence of learning for students in higher education, lecturers must pay attention to natural potential. Hughes (2012: 23) can be interpreted as a natural potential such as the feeling of wanting to know (asking). Asking questions is a potential that can be developed sustainably to higher education, as a student in higher education who can explore various sciences and create various technologies, thinking to answer the questions that are the question. Aida Rahmi (2010) can be interpreted that asking is a way of expressing curiosity about unknown answers and curiosity is an effective encouragement and stimulus in learning and seeking answers. Asking is an element that is always present in a communication process, including in learning communication. Julia Mustika (2013) can be interpreted that asking is one of the

elements in a communication process, including in communication learning, where the questioning skills are questions raised by the teacher (lecturer) as a stimulus to raise or grow answers (responses) of students (students)

The technology environment is a challenge as well as an opportunity to improve the learning process in higher education for a student. Technology for a student who uses it positively will result in effective learning and high-level thinking. Cepi Riyana (2016) can be interpreted that the improvement of the quality of learning is done by using the Technology Education approach, namely by solving it through the application of educational technology.

In the learning process so that the student learning process can be maximal and productive, the brain's potential plays an important role in disrupting, because the brain functions to think. When students think about the thought process, the brain cells of students communicate with each other, through an electrochemical process. When thinking, learning and communicating a student, neurons in the axons in a student's brain cell build thousands of connections with other brain cells called synapse. Students can distinguish when conscious / awake and unconscious / asleep, when aware of what is happening around it, then thinking about what happens can direct or focus attention and then understand what has happened that is received through sensory / sensory into the brain for processing and make meaning. The brain functions to think, so that with the ability to think students can calculate, measure, communicate, interact, and interact in life as explained by Rahmat (Sanusi, 2015: 55) that thinking can be interpreted to understand the reality of life in order to make decisions, solve problems and produce new things or changes that are far forward (beyond imagination). Sanusi (2015: 55) also expressed thinking using the symbol of the scale (songwriter) and there was also thinking with a verbal symbol (the writer) and there was also imaginative thinking (designer / designer).

Learning disruption leads to a change in student learning strategies, change continues as each student's life in the campus continues to change even what does not change is the change itself. Student changes are certainly through a strategy that is effective, efficient, critical, productive, the outputs and outcomes are valuable in a system of theological, ethical, aesthetic, logical, physiological, teleological values that make a student's life on campus valuable. The life of students as human beings has the potential to experience change, both

personally, in their families, in society and in campus life, even in the nation and state. Sanusi (2016: 79) can be explained that human life is always experiencing changes both at the personal, communal and global levels. Nurdiansyah Junifar (2015: 1-20) can be interpreted from his research that shows the direction of a positive relationship between variables of learning behavior with the level of accounting accounting means that if learning behavior rises one unit, assuming other variables are constant, then the level of accounting understanding increases

Positive, innovative and productive thinking is the process of learning from an innovative and productive knowledge skill in creating something new and far ahead with imagination, so that the future can be presented in the present (beyond imagination). Some work in learning students as a generation of mindset and stand up beyond imagination must be done by imagining new objects, before the learning process will begin through the process of empowering the mind. Heghes (2012: 2017) can be interpreted that the ability to imagine depends on the power to make images and the power to be used constructively.

4 CONCLUSIONS

The Indonesian Lecturer Mindset in bold learning comes out of the comfort zone in creating the future world now, through empowering the potential of students to encourage asking, observing, effective communication and disciplinary collaboration

Criatif, innovative and productive up-class for Indonesian students as the mindset generation and stand up in creating the present future by thinking beyond imagination in entering the era of disruption.

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