

**BEING A PROFESSIONAL ENGLISH LECTURER IN THE INDUSTRY  
REVOLUTION 4.0: CHALLENGES AND STRATEGY  
(A study at Department of English Language Education, UIN Ar-Raniry)**

**THESIS**

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2020 M / 1442 H**

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## THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
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in partial fulfillment of the Requirements for The  
Bachelor Degree of Education in English Language Teaching

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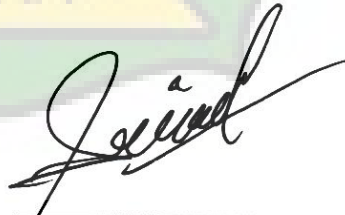
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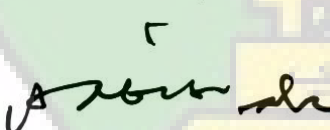
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Banda Aceh, December 24, 2020  
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## ABSTRACT

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Thesis working title : Being a professional English Lecturer in the industrial revolution 4.0: strategies and challenges (A study at Department of English Language Education, UIN Ar-Raniry)  
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Keywords : Industry Revolution 4.0; Professional English Lecturer; Challenge; Strategy

In this study, I try to describe the challenges and strategy of the English Lectures in maintaining their professionalism in the industrial revolution 4.0. The method used in this research is qualitative – descriptive phenomenological method. This research consists of two research questions to answer the problem in this study. The participants of this research are 8 English Lecturers of Department of English Language Education, Faculty of Education and Teacher Training Ar-Raniry State Islamic University. They were purposively selected based on certain criteria. The findings indicate that; firstly, there are several challenges of being a professional English lecturer in the industrial revolution era including the lack of facility, student's motivation in learning, the lack of direct interaction, generation gap, and plagiarism. Secondly, the researcher found that there are some strategies of English lecturers to maintain their professionalism in industry revolution 4.0 including keep learning, being open-minded, improving digital and technology competency, improve creativity, and being a cooperative lecturer.

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## CHAPTER 1

### INTRODUCTION

#### A. Background of study

In decades, the development of science brings us to an era of industrial revolution 4.0 where all aspects of human life are influenced by technological advances. At a glance, the industrial revolution can be understood as a big and significant change in the way humans produce goods (Marcel, 2019).

The 21st century is an era of knowledge and information. Modern science and technology based on information technology has changes all aspects in the world (Gu, 2020), one of the aspect is English education. English as an international language has an essential role in Living in this digitalized era. Nevertheless, in this industrial revolution 4.0 era, English lecturer as the important element face many problems such as the students' low motivation to learn, low input, the implicative government text book, the lack of supporting environment, unsupported facilities to eradicate students, the lack of English lecturer who master in instructional technology, uncreative English lecturer, and the lack of mastering teaching methods or strategies (Nurhayati, 2018).

The development of technology requires students and English lecturers to adapt to the changes. The learning will be internet based or online learning. This is a challenge for the English lecturers. English Lecturers are required to be able to apply and using technology in the learning process. Besides, the change of times also leads to differences in the needs of students in learning (Colin, 2017).

Concerned about the readiness of educators, he questioned whether the higher education community was able to adapt to create an enabling environment for students, academics and practitioners to break down barriers, innovate, create, and collaborate in developing environments and generations that were ready for the 4.0 era.

As educators, English lecturers must be professional so that the goals of the study can be achieved. The English lecturers are not only responsible for teaching English. The English lecturers need to lead the generation to combines spiritual values, ethics and morality, national identity and a sense of connection to society, through curriculum delivery and technology transfer, and be aware of the benefits and risks posed by the 4th Industrial Revolution (Omar, 2017).

This study aims to look at and elaborate on what are challenges are faced by English lecturers in the era of industrial revolution 4.0. Further, how lecturers adapt and deal with these challenges and how English lecturers maintain their professionalism..

### **B. Research Questions**

Based on the background of study that contributed to the initiation of this study the researcher formulates research questions as follows:

1. What are the challenges of being an English lecturer in Industry revolution 4.0?
2. What strategies are used by English lecturers to maintain their professionalism in the era of industry revolution 4.0 ?

### **C. Research Aims**

1. To analyze the challenges faced by English lecturers in industrial revolution 4.0 era
2. To find out English lecturers strategies to maintain professionalism in industrial revolution 4.0 era

### **D. Significance of the study**

1. The researcher expects that the result of the study would be used as reference for English lecturers to be a professional lecturer.
2. To enrich the researcher and the readers knowledge about teaching English in industrial revolution of 4.0.
3. To remind the researcher and the reader about the importance of professionalism in teaching.

### **E. Previous Study**

Afrianto (2018) conducted research about “Being a Professional Teacher in the Era of Industrial Revolution 4.0: Opportunities, Challenges, and Strategies for Innovative Classroom”. The research was conducted in the Faculty of Teachers Training and Education (FKIP), Universitas Riau. The focus of the research was on the professional teacher, disruption era, industrial revolution 4.0, blended learning, and classroom practices.

Tatiana Peredrienko, Oxana Belkina, and Elena, in 2020 conducted similar research about “New Language Learning Environment: Employers’ - Learners’ Expectations and the Role of Teacher 4.0”. This research mainly discussed the roles of the teacher in language learning environment in the industrial revolution 4.0. The method of this research used questionnaires to collect the data. The data was submitted through Google application to interview.

As stated before, most of the previous research on industrial revolution 4.0 in education tends to focus on the skills of the teachers, the lecturers' roles, the new teaching methods, and the role of the teacher in language learning. In this study, the researcher focuses on the “English lecturer” especially on the challenges and the strategy of the English lecturers to maintain their professionalism in this era. Furthermore, previous research mostly used questionnaires in collecting data. In this research, the researcher used in-depth interviews to get broader information about this topic.

## **F. Terminology**

### **1. Professional English lecturer**

The Australian Council of Professions (2015) defines ‘profession’ as an individual’s disciplined of groups who believed in and follow to ethical standards. The group is possessing special knowledge and skills in a widely recognized the part of the learning procured from research, education and training at a high level which is has been recognized by the public.

A professional is a member of a profession. Professionals are ruled by codes of ethics and profess commitment to competence, integrity and morality, altruism and the promotion of the public good based on their expert skills. Professionals are responsible to those that perform duties for society (PSC, 2015).

Professionalism consisted of the personally held beliefs on personal conduct as a professional. Professionalism can be understood as to behave based concerted professional standards or ethical codes (Castle, 2009). In another word, professionalism is sometimes related to the upholding of the principles, laws, ethics and conventions of a profession as a way of practice (PSC, 2015).

Lecturer professionalism in this research is defined as the characteristics of professionalism of English lecturer such as English language skills, mastery of lecture material, teaching ability, teaching commitment, and adequate knowledge (Simarmata, 2014). Meanwhile, lecturers are lecturers of English study programs. So, professionalism of lecturers in this study is the professional quality possessed by lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University

## **2. Challenge**

Beghetto(2018) said challenge as difficult task that faced by someone. In this research, challenge defined as the difficulty faced by lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University to maintain their professionalism as English lecturer in industry revolution 4.0.

Schwab (2017) stated that Industrial Revolution 4.0 brings many impacts and challenges to English educator/lecturer. There are many challenges such as covering identity, moral, ethics, human connection, and management of public and private information that faced by English Lecturer in this era. Since an English lecturer is a person (individual), these impacts are also applicable to English lecturer. Technology enables English lecturers to be easier, faster, and in more efficient ways in their jobs, it also provides the teachers opportunities for personal development. However, a rapid change of technologies that demands continuous adaptations is a problem if some teachers may resist it and are unable to follow the changes, which results in a gap of technologies.

### **3. Strategy**

A strategy is an action that took by someone to attain some goals. It is a general direction set for the company and its various components to achieve some goals in the future. While planning, a strategy it is essential to consider that decisions are not taken in a vacuum and that any action was taken by someone to face the competitors, customers, employees, or suppliers. Strategy can also be defined as knowledge of the goals, the events that will happen in the future, and the need to take into consideration the likely or actual behavior of others (Juneja, 2015).

Next, the strategy can also determine as a combination of perspective, position, plan, and pattern. This is something between high-level policies or goals on the one hand and real challenges or actions on the other. In short, the strategy is a term that addresses networks, ideas, insights, experiences, goals, skills,

memories, perceptions, and complex expectations that provide general guidance for specific actions in the search for specific goals (Nickols, 2012). In this research, strategy refers to ideas, actions, and ways that took by lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University to maintain their professionalism in industry revolution 4.0.

#### **4. Industrial Revolution**

The word of the industry is another word of developmental process in manufacturing management and chain production. Furthermore, the term industrial revolution 4.0 was introduced by a group of representatives from a different domain such as business, politics, and academia, in 2011 as “Industry 4.0” as the era of the new technologies.

Shwab (2016) said that the 4th IR is an era of the industrial revolution where the advancement of new technologies is more than the 3rd industrial revolution. It is the era between the physical, digital, and biological worlds. The 4th industrial revolution is the era of artificial intelligence and the internet of things (Diwan, 2017). Thus, in this research, industry revolution 4.0 defined as the era of the advancement of new technologies, digital technologies, and the internet.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. Industrial Revolution 4.0**

##### **1. The definitions**

The world has gone through 3 stages in the industrial world where it has increasingly become more advanced than before. Industry 1.0 started in the 1780s, began with artificial equipment and resources that could help human labor in agriculture such as water and steam power. Next, in the era of Industry 2.0 development, humans started to use railways in the industrial system which contributed to mass production at large. Then, Industry 3.0 began in the 20th century where the computer began to introduce widely and used to help human activity and production (Tay et al., 2018).

The era of the industrial revolution 4.0 is marked by the introduction and use of digital technologies in production. These years are the periods where computers, information, and communication technology industries are developed for many countries (Liao et al., 2017). Next, Industry 4.0 brings changes to many people with different jobs. Humans are required to deal with all the technological sophistication to complete the work, and technology has an important role in the work (Gorecky et al., 2014).

Further definitions of 4.0 industrial revolutions according to Kagermann, Wahlster, and Johannes (2013) are the use of the power of communications technology and innovative inventions to improve the progress of the manufacturing industry. Schwab (2016) defined industry 4.0 as one of the most important concepts in the development of global industry and the world economy including the development of high-tech information and intelligent services in the sector of industrial manufacturing, automotive, engineering, chemical, and electronics.

## **2. The impact on English Education**

In the Industrial Revolution 4.0, technology has changed significantly in human life and shifted certain functions to human activities. As new media, social media is a powerful tool for communicating quickly without intermediary gatekeepers to spread new ideas (Schwab, 2015). All these technological changes have an impact on all sectors of life including the education sector. The expansion of computers, networks, and the Internet has changed rapidly and has changed the way people and individual actions. With technological determinism, teaching and learning processes tend to use technology. Therefore, university members need to have technological knowledge, believe in change, and adopt the technology.

Kusumastusi, Suryaningprang, and Idrus, (2019) said that the development of technology in education requires the State of Indonesia to Prepare for the industrial revolution 4.0. In this case, higher education can be included in anticipating, preparing, and responding to the industrial revolution 4.0, to prepare Indonesian people to be more competitive.

Moreover, in preparing Indonesian people to face the struggle in industrial revolution 4.0, the skills of a foreign language are very important, especially English. By having the English ability in speaking, writing, and negotiating at the international level, people will gain more benefits in global competition. But, based on Education First (EF), an institution that concern with education, the Indonesian English language proficiency index in 2017 is ranked 39th which is a low ability level down from the previous 32 which is the medium ability level. Compared to other Asian countries in language proficiency, Indonesian English proficiency is classified as the lowest. The Indonesian language proficiency index is only 52.12 while Singapore is 66.03, Malaysia is 61.07, and the Philippines is 60.59. (Hamdani, 2019).

### **3. Teaching and learning in industrial revolution 4.0**

The existence of technology affects the whole facets of teaching and learning systems. In the previous era, a teacher used to use conventional methods in teaching and learning process, in which a teacher becomes the center of the learning. Nowadays, Whether teachers want it or not, they have to familiarize themselves with the technology (Tatahira, 2020). It is also explained by Habiburrahim (2015) that the advancement of technology has brought the revolution and transformation in higher education institutions and education systems to be accessible to all people worldwide. The teaching and learning system is adjusted to the skills needed by students in this era. In addition, the design of the curriculum must be in line with the broad aims and objectives of

Education 4.0 (see Ahmad, Adnan, Azamri, Idris, Norafand & Ishak, 2019; Rüfenacht, 2017).

As previously discussed, transformation in the education system has changed the teaching and learning method from a conventional form to a form that is more relevant to learning objectives in the era of the industrial revolution 4.0. teaching and learning at this time take advantage of technological sophistication in learning, one of which is using methods “online learning”. The term “Online learning” has no single definition and it often has similar terms such as, “e-learning”, “distance learning”, “virtual learning”, “technology-based learning”, “network learning”, “multimedia-based learning”, “web-enhanced learning”, “internet-enabled learning”, and many else. However, it is certain that online learning is a learning model wherein electronic technology, the internet, and the web are integrated and combined to maintain a learning environment (Hadjerrouit, 2007).

### **B. Professional English Lecturer**

According to Jones and Shao (as cited in Prensky, 2011), in the era of the industrial revolution 4.0, the world of education must be improved immediately to prepare human resources in a university. English Lecturers as an important factor in the advancement of higher education especially in English learning are required to continue upgrading their skills and abilities because the education in this era has different model to the previous era. Furthermore, English lecturers and students are from different generations. Therefore, if the English lecturer applies a learning method that is not appropriate for students, the learning will not be

interesting for students. Professionalism of English lecturer in this study refers to the English lecturer's ability to plan, to conduct, and to evaluate the learning in industrial revolution 4.0.

### **1. Role of English Lecturer**

According to Law 14/2005 on Teachers and Lecturers, lecturers are educators and scientists whose main tasks are transforming, developing, and disseminating science, technology, and art through education, research, and community service. It states that lecturers have the following positions:

1. Lecturers as professional staff that function as learning agents, developers of science, technology, arts, and community service.
2. The lecturer has a position as a professional at the tertiary level.
3. Lecturers are functional officials with the main task in higher education (Ananda, 2018).

In English Language learning, the role of an English lecturer is really significant because the lecturer is the primary source and main facilitator of knowledge and skills of this language. As an educator, an English lecturer should play two roles at the same time: (i) teaching English to the students and (ii) create an interesting teaching-learning process as much as possible in order to engage students in learning (Kassing, 2011).

Furthermore, English in Indonesia is a foreign language and is rarely used by Indonesians. This causes students' exposure to English is limited. Students usually only have the opportunity to learn and use English while in the classroom.

Therefore, the role of English lecturers is very important to provide instructions and explanations that might be the only language exposure for students and the only opportunity in learning to use the English language for communication (Suryati, 2013).

## **2. Professional English Lecturer**

According to Law 14/2005 on teachers and lecturers, lecturer professionalism is the self-quality of the lecturer and the professional characteristics possessed by the lecturer. Professional lecturers are the lecturers that have certain competencies which refer to a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by lecturers in carrying out professional tasks. There are 4 competencies that must be possessed by a professional lecturer (Marbotillah, 2016) as following:

1. Pedagogical competence is the ability of lecturer in managing the learning process includes: the depth of the knowledge or educational foundation, understanding students, learning design, implementation of teaching and dialogical learning, the use technology in learning, evaluation of learning result and improving student's potentials (Langeveld, 1980).
2. Personality competence is the ability of personality of lecturer includes faith and piety, good character, wise, democratic, authoritative, stable, mature, honest, sportive, being an example for students and society, objectively evaluating their own performance , and develop themselves independently and sustainably (Mukhlis, 2008)

3. Social competence is the ability of lecturer as part of the community, which means the competence to communicate verbally, written, or politely signals; using communication and information technology functionally; associating with students, other educators, education personnel, leaders of educational units, parents of the students; socialize politely with the surrounding community by respecting the norms and the social value; and has spirit of solidarity (Wibowo & Hamrin, 2012).

4. Professional competence is the ability of lecturer in mastering the subject accordance with the standards of the contents of educational unit programs, subjects, and group of subjects to be taught. Next, lecturer has to mastering the concepts, methods of scientific discipline that relevant with the program of educational units, subjects or groups of subjects (Samani, 2008).

Professionalism a commitment of members of a profession to improve their professional abilities and continuously develop the strategies that they use in doing work that is consistent with their profession (Haryati, 2013). From the explanation above, it can be interpreted that English lecturer must maintain his professional competence either through further study / academic qualifications or through other activities that are in accordance with the main tasks and functions in accordance with his profession.

According to Simarmata (2014), professionalism of English lecturers Indicated by four aspects:

a. English ability.

For an English lecturer, English language ability is the primary skill. It is because the lecturer will become a model for students. Moreover, English lecturers are the main exposure for students. Therefore, if the English lecturer is less able to speak English, students will receive minimal English input. In fact, according to Krashen's theory, good exposure will make it easier for students to achieve maximum achievement.

b. Teaching skills

English lecturers must be able to deliver lecture material with good teaching skills both in communication, the techniques used, and the design of interesting learning activities.

c. Commitment to work

The English lecturer must have high commitment to their jobs as lecturers. This indicates that they care about the success of the students. In addition, committed lecturers will also try to do the best for their students.

d. Knowledge

English Lecturers are required to have extensive knowledge on English language skills, and also mastering technology. They have to provide appropriate learning with the needs of students in this era. In addition, if the English lecturers have more knowledge they will deliver more knowledge to students.



## **C. Digital Natives and digital immigrants**

### **1. Digital Natives**

Digital native can be the “Net generation”. In another word, this generation is the generation that was born after the 1980s, where they are always surrounded and using computers, video games, digital music players, video cameras, cell phones, and other digital tools (Hill, 2010:22).

According to Prensky (2001), students in this era, especially students in the university, are the first generations that live and grow with technology. They have used technology such as computers, videogames, digital music players, video cams, cell phones, and other tools. In fact, it is believed that college grads spent more time playing video games and watching TV than reading. This issue is caused by the Internet connection, cell phones, and instant messaging that became parts of their lives.

Furthermore, the educational system was designed in the past is no longer relevant for students in this era. Students have changed radically. The students in this era are different. There are so many changes that happen to the students in this era. Even in simple changes such as their slang, clothes, body adornments, or styles, happened between generations.

The characteristics of the digital native generation are: (Kenneth Young: 2009)

- a. This generation really cares about their own identity. They care about their position and existence in their environment.

b. Second, the digital generation of natives tends to be more open, outspoken, and open-minded. They do not really have strict rules on their privacy.

c. Third, the digital native generation loves freedom. People in this generation do not like to be controlled. They have a strong desire to have control of themselves without being ruled by others.

d. Fourth, the learning process is very different from the digital natives generation, they tend to be more flexible. They can learn and get information easily from various internet sources or other sources.

e. Fifth, the way of digital native think is non-linear. They can do several things more effectively and do them all at once. They are good at choosing what information they want to know and what they want and then focus on what they want to find.

## 2. Digital Immigrants

Gary Small (2008) explained the digital immigrant as an individual born before the digital technology is adopted. This term is also applied to individuals who were born after the spread of digital technology and who did not recognize it at an early age. Digital immigrants are the opposite of digital natives, who have interacted with technology from childhood. These digital immigrants have different characters in doing something. They tend to do only one task at a time, preferring to read in hardcopy format. For example, books, newspapers, etc. in teaching and learning rather than using technology.

Digital immigrants learn to use computers at some stage during their adult life. Digital immigrants are assumed to resist new technology or at least have some difficulty accepting it. But, even the people in this generation were not born into the digital world. They have to adopt many or most aspects of the new technology nowadays. Because digital immigrants are always will be compared to digital natives, they have to prepare themselves to teach students in this era (Vodanovich et al. 2010).

Digital immigrants are often teachers or instructors. They usually prioritize face-to-face interactions with students over applying technology education aids. For example, take advantage of groups right away telling students to collaborate in class via Google Drive, or using a file program that allows users to virtually share and share documents. Digital immigrant learning patterns focus on logical reasons. An example would be if an immigrant spoke to technical support over the phone. If the call is about the email app on their phone to send an email, they may not understand that the arrow represents "send" as the opposite of that particular label.

## CHAPTER 3

### METHODOLOGY

#### A. Research Design

Ary (2010) has stated that research design is the plan of the researcher on how to proceed to gain understanding from some groups or phenomenon in its context. Based on that theory, this research used the qualitative – descriptive phenomenological method. “*Qualitative* is an approach for exploring and understanding the meaning individuals or groups ascribed to a social or human problem” (Creswell, 2014, p.4)

As stated in problems of the research, this research is conducted to describe the challenges and strategy of the lecturers to maintain their professionalism in the industrial revolution 4.0. Thus, in this study the researcher uses descriptive research. Descriptive research is the research that aims to accurately and systematically describe a population, situation or phenomenon. In descriptive research the researcher used interview focus group and participant observation to explore the phenomena. In other word, the information collected by in-depth interview with the participants. In this study, the data was collected through interview (Combes, 2019).

Phenomenology is the study of a phenomenon, for example is something that experienced (or lived) by a human being that means how things appear in our experiences. (Dowling & Cooney, 2012). Thus, in this research, the real and conscious experiences of the English lecturers, their reaction to the phenomena of

industrial revolution 4.0, challenges, and their strategies to maintain their professionalism.

## **B. Research participants**

### **1. Population and Sample**

The populations of this research are the English lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University who implement digital learning or internet in teaching. There are more than 50 lecturers in English Department. 36 lecturers are fulltime lecturers and the rest are part time lecturers.

The sample of this study was taken from both fulltime lecturers and part time lecturers. According to Creswell (2008), a sample of the study is a subgroup of the target population the researcher aim's to study for generalizing about the target population. The researcher used purposive sampling to determine the sample with certain consideration in selecting the sample (Notoatmodjo, 2010). In a qualitative research, the number of samples required in the study does not have to be large because the study aims to analyze more deeply a phenomenon (Herdiansyah, 2015). There is no specific rule or standard for the number of samples for qualitative research because the data collection methods use observation, interviews, and discussions which less efficient to take too many samples.

There were 8 English lecturers (5 females and 3 males) were chosen as the sample of this study. All of these lecturers are English lecturers at Department of

English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University who have been teaching English for 3 years or more. And, the researcher believed these lecturers were able to provide more information for this research.

The participants are chosen from various age and gender. The age factor of internet users also has a role in mediating gender differences (Weiser, 2004). It is undeniable that the generation that grows together with technology has the expectations and experience of the use of digital media that is far different from the previous generation (Thanuskodi, 2013). Therefore, the different categories will provide different responses and reactions against technology so that the researcher will get further information.

The samples of the research consist of 8 lecturers. In preparing research reports, researcher used data without disclosing the identity of participants (anonymous). Researcher also ensures that participants receive fair, comfortable, and safe treatment from researchers when delivering information. Thus, there is no disadvantage arising from this study on the participants (Handayani, 2008).

## **2. Research Location**

This research was conducted in UIN Ar-Raniry University in Banda Aceh specifically in faculty of Education and Teacher Training in UIN Ar-Raniry University at Department of English Language Education. The research was conducted from August 12, 2020, to October 10, 2020.

### 3. Research Instruments

The researcher using interviews as a method that appropriate to collect in-depth information on people's opinions, experiences, thoughts, and feelings (Zarinpoush & Easwaramoorthy, 2006).

The data for this research will be collected by using a semi-structured interview for collecting data. "Semi-structured" interview is chosen by the researcher because it provides not only the answer but also the reason for the answer. So, the researcher will get a further understanding and information from the participants (Wahyuni, 2012).

Researcher is the main key in this research. Furthermore, the researcher will use interview guide questions based on the research problems to explore participant's experiences about challenge in being an English lecturer in industrial revolution 4.0 and how they maintain their professionalism (Ahlin, 2019). In addition, semi-structured interview allows for variations in the order and disclosure of questions and additions to the protocol, such as additional questions and investigations for certain individuals, if appropriate (Creswell, 2007).

The interview results are recorded properly to prove the evidence that the researcher having interviewed informants or data sources, the following tools are using by the researcher:

1. Notebook: serves to record all conversations with data sources
2. Interview guide: as the guide of the questions for the interview

3. Handphone: functions as a recorder all the researchers' conversations with the data source and also used as proof of the validity of the research process.

The questions for the interview are prepared and created by the researcher. The interview consisted of 9 questions involving the English lecturer's opinion the challenges of the English lecturer, and the strategy to maintain English lecturer professionalism in industry revolution 4.0. The lists of the questions are created by the researcher, and not adopting from another research. Furthermore, researcher will use Bahasa Indonesia and English during interview to get more and deeper information from the participants easily. This table below is the list of the interview questions used by researcher.

#### **4. Technique of Data collection**

The data of the research will be collected from the interview. Interview is an oral question and answer process where 2 or more people face each other physically, one can see another face and hear with his own ear from his voice (Sukandarrumidi, 2006: 89). Interviews are conducted by researchers to determine the state of a person to get the right and authentic information.

#### **5. Methods of Data Analysis**

The final step of the research is the researcher will analyze the data that have been collected. According to Barbara (2004) analysis is a method for interpreting the data by reducing the amount of data obtained. The data analysis is the process of finding the meaning of the data and drawing conclusion from them.



In analyzing the collected data, the researcher applied three steps of qualitative data analysis (Miles & Huberman, 1984).

### 1. Data reduction

Data reduction is the process of selecting the important information of the data, clarifying, outlining, and converting the data found in transcription. The researcher reduced the information which not relevant to the research.

### 2. Data Display

According to Miles and Huberman, data display is the process of showing data or presenting the data to make the proper conclusion. In this research, the researcher used the narrative form in displaying the data because it is the general data display used in qualitative research.

### 3. Conclusion and verification

The last step of qualitative data analysis is conclusion drawing and verification. The conclusion in qualitative research is a finding that can answer the problem of the research. The conclusion of this study will be explained through a description form.

In general, the data analysis in this study is conducted through the following stages; First, the researcher collected the data through the interview. Then, the researcher selected the important data from the interview and documentation referring to the research problem. And, the researcher reduced the data which not related to the research. After the researcher collected and reduced the data, the transcription of the data interview was displayed in the narrative

form. Last, the researcher got the final result and the conclusion of the research in the description form.



## CHAPTER 4

### FINDINGS AND DISCUSSION

As explained in the previous chapter, the interview was the technique used to collect the data in this research. In this interview, the researcher tried to figure out the strategies and the challenges of the lecturers being a professional English lecturer in industrial revolution 4.0 in the Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University. There were 9 (nine) questions that had been asked for the lecturers to answer based on their own opinion. This chapter presents the results of the data interview analysis. This study aims to explain the strategy and challenge of English lecturers of being a professional English lecturer in industrial revolution 4.0 in Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University.

#### A. Result

The researcher conducted the research and got the complete data from the participants for a month. After collecting data, the researcher wrote the transcript of the interview and analyzed the data to get the important data, filtered, and made the points of the respondent's answers.

The result of the data is divided into two based on the research questions. As mentioned before, the first research question is “What are the challenges of being an English lecturer in Industry revolution 4.0?” and the second is “What are

strategies used by English lecturers to maintain their professionalism in the era of industrial revolution 4.0?

Finally, after the data collection, the researcher found English lecturers face some challenges in being professional English lecturers in the industrial revolution era. And, there are some strategies that the English lecturers did to maintain professionalism. The following is the analysis of respondents' answers in the interview section.

#### **A. Challenges for English Lecturer in Industry Revolution 4.0**

##### **1. The facility**

The facility is anything that can facilitate the implementation of work. It can be in the form of objects or money (Alwi et al., 2001). Based on the respondent's answer, the lack of facility is the biggest problem of teaching in this era where the students or lecturers are not supported by good facilities in the teaching and learning process. One of the participants, P1 said: "Some students do not have any appropriate technology to use in learning. The problem is the students might come from many different economic backgrounds where they cannot provide the money for the facility" (P1).

Surya (2004) stated that the condition of learning facilities on campus, school, and home greatly affects the efficiency of learning outcomes. Better facilities conditions are more beneficial for students to study well. Conversely, inadequate facilities will reduce the efficiency of learning and decrease learning output.

The facility also includes internet access. P 4 stated:

Sometimes teaching can be really difficult when the internet on campus does not good enough to support the learning. Besides, students live in different places and some of them live not in the remote area so it is so hard to contact them and they might feel difficult using internet access. (P4)

Furthermore, according to Hadiyat (2014) there are still many areas in Indonesia that cannot be reached by the internet. As a result, it is so difficult for the lecturer to teach the students.

## 2. Student's motivation in learning

Learning motivation is recognized as encouragement and effort to achieve learning goals and learning achievement (Idzhar A, 2016). Based on the interview conducted, the researcher found that the next challenge of being a professional English lecturer in industry revolution 4.0 is the lack of learning motivation of the students. As mentioned by P1:

Some students are not motivated to learn. Although the facility supports the learning, student's willingness to learn is still low. Lecturers can give them many materials and ask them to do many assignments but it depends on student's motivation whether they want to do it or not. (P1)

Besides that, P2 said: "When the students feel unmotivated, the learning will not run very well, and it is big a challenge for the lecturers" (P2). Most of the respondents in the interview believed that the lack of learning motivation is a big

problem. And, they said that more problems will find if we use the online classroom where the students can easily leave the class or ignore the materials given. So the challenge for the lecturers is how to boost student's motivation and attract them to learn and participate in the learning process.

High motivation is characterized by the desire of students to be involved in learning, fully concentrate, and high curiosity about learning, while low student motivation is characterized by students' reluctance to be actively involved in learning and low curiosity and not enthusiastic about the learning (Melissa, 2014)

### 3. Lack of direct contact

The increasing technology can facilitate the learning process. In the era of the industrial revolution 4.0, the educational model has changed from the conventional model which requires lecturers to face-to-face with students to become more flexible learning (Budiman, 2017). What is meant by flexible learning is that lecturers can use online learning media in teaching and assigning assignments to students (Anggraeni, 2018). Furthermore, technology allows the lecturers to be easier in teaching by using online learning (Hanum, 2013).

But, based on the respondent's answers, some of them do not prefer to teach by distance learning because they are experiencing a lack of direct contact with students. P6 said: "It is so difficult to solve all students' problems by using distance learning" (P6). He believed that direct contact is better to understand student's difficulties in learning. According to Tryon & Bishop (2012), communicating in online learning is a difficult thing where connecting students to

the campus cannot be done directly and this is important to note because interactions between students are involved in the types of peer-to-peer interactions and the campus produces construction, meaning and achievement of learning objectives and this is lacking in distance lectures. Furthermore, P7 also stated:

The lack of direct interaction between students and lecturers in the classroom might cause the lack of social skill development and made the lecturer impossible to fully understand what the students need. And decrease the sense of belonging between the students and the lecturers. (P7)

The same idea was also explained by Swanson, Hutkin, Babb dan Howell (2010) about challenges to communication and socialization in distance learning classrooms. They found that the lack of interaction was also felt by students where students feeling completely disconnected from their faculty because of the loss of face-to-face communication (Swanson et al., 2010)

#### 4. Generation gap

According to Buckingham and Willett (2013), the Generation gap is defined as differences in values and attitudes between two different generations. The challenge of becoming a lecturer in English in the next 4.0 era is the difference in generations between lecturers and students which results in differences in expertise, views, and interests in the use of digital technology. Prensky (2001) classified current technology users into two: Digital Natives and Digital Immigrants. According to him, students are digital natives while teachers are digital immigrants. In the learning and teaching process, according to Prensky,

digital natives are accustomed to receiving information better. They also really like sessions and multi-tasking. On the other hand, teachers who are dominated by Digital Immigrants tend to be in a slow, step-by-step learning process. P7 also explained:

Some of the lecturers were not born in the era that exposed too much with technology and they have to put more effort to adapt to the new system and with the students who were exposed to this era from they were born.  
(P7)

Another participant, P3 also said: “For the digital immigrant generation, learning technology is more difficult than young people whose daily lives are used to it. The lecturers may be encountered many obstacles” (P3).

Based on a survey from the Center for Information and Communication Technology (Pustekkom) of the Ministry of Education and Culture (Kemendikbud) stated that currently only 40% of teachers are ready with technology, and 60% of them are not ready for the very rapid changes of the times, they think that their age who are old is not the main thing to learn technology, the absence of training and strong encouragement that makes them feel important. (Rahmatiah & Asiyah, 2019)

## 5. Plagiarism

Plagiarism is simply explained in a newsletter from the US Office of Research Integrity as the act of taking someone else’s work without permission and then lying about it (Sox, 2012). Plagiarism is associated with acts of theft,



copying, imitating, deceiving, manipulating, and use other people's work without showing that it is taking from someone else and pretend it as their work (Ocholla, 2016).

Plagiarism is a common problem in education that persists from time to time in the world of education. Internet plagiarism is the act of plagiarism online on the internet. With the internet, it is easier and more convenient for students to copy and paste. In brief, the internet creates these problems is increasing (Eret, 2014).

Based on the interview result, P1 stated: “The problem of the development of technology, the internet, and digital learning is when the lecturers give the assignment to the students” (P1). He said the possibility of cheating is bigger when students use the internet because they can simply do it when the source of information is unlimited. It is not easy for the lecturer to control the students, to be honest in doing the task. They might take other people’s work and claim it as their work. This is also stated by Cholil (2012) that the development of information and communication technology makes people be easier to take plagiarism because internet information makes it easier to copy-paste, save, and edit.

## **B. Strategies used by English Lecturer to maintain professionalism in Industry Revolution 4.0**

### **1. Keep on learning**

Based on the respondents' answers, most of them said the main key to maintaining professionalism in this era is to keep learning new things to improve

the knowledge and the skill. As explained before in this thesis, in this industrial era 4.0, lecturers are required to be able to experiment or have the willingness to seek and try something new related to advances in digital technology and always prioritize enthusiasm in responding to developments in digital technology (Harto, 2018). P3 said in the interview:

I kept learning new things, for me, being a lecturer does not mean I stop to learn, I even have to learn more new things to teach my students. Also, to improve my skills, write, publish, and read more other people's work. (P3)

He also challenges himself by joining many workshops, being a speaker in the workshop, and talk to other people more that he believes give him new experience and knowledge.

Harefa (2004) stated that lecturers are human learners. Lecturers must have the ability and willingness to learn, both from the process of educational interaction with students and with the development of science and technology. Not only that, but he also believes that the lecturers must have the awareness and willingness to make themselves and continue to learn from their experience as a lecturer. P4 said:” in this era, lecturers need to upgrade their skills and knowledge and never stop learning” (P4). She believes that this era is different from the previous era, lecturers need to learn more to maintain their professionalism in teaching the students in IR 4.0 because technology is improving and lecturer as the source of information should make sure they have much information to transfer to the students.

## 2. Open-minded

Minister of Research and Technology and Higher Education of the Republic of Indonesia (Menristekdikti), Prof. M Nasir (2019) said, in the industrial era 4.0 like today, universities must have precise and careful innovation. Referring to information that is widely and globally open like today, Menristekdikti Nasir said that to deal with it one has to be open mind, heart & willing.

According to Edward C. Weir (1963), Open-minded means that someone considers another idea and way of doing things and not only stuck in one single idea of himself. An open-minded lecturer is sensitive to something new and fresh, he is open to a changing world and inquisitive as to what the newness means, and also open to the new experience. He also adds, the lecturers have to extend their open-minded attitude into their approach to teaching procedure. To do this, lecturers need to understand that no idea, even his own, is so final and complete, students can give their idea also. One of the participants, P6 said:

If the lecturers want to maintain their professionalism in teaching in this era, they have to fully understand the students and accept the differences between themselves and the students. They cannot stand with their perspective and way of thinking, the world has changed. (P6)

According to the answer of the respondents in the interview, to maintain professionalism in this era lecturers have to be open-minded. P1 explained: “Professional lecturers are open-minded people. It means that lecturers have to accept the changes in technology and filtering the amount of information” (P1).

Being Open-minded is necessary to avoid the potential narrow view of a person who only believes in what is attractive to him. And, it is a way to solve

personal and socially relevant problems, taking into account the diversity of perspectives of thinking about a problem (Meadows, 2006).

Lecturers should have an open mind so that they can open up and accept all the possibilities offered by advances in digital technology because the first step in digital transformation is awareness and an attitude of opening up to the various potentials, threats, and opportunities that arise due to advances in digital technology (Harto, 2018).

### 3. Improving digital and technology competency

Digital competence and technology competency is generally understood as the knowledge and skills that a person needs to be able to use technology, taking information from the internet, and use it to achieve goals in personal or professional life (Building Digital Competence to Benefit from Frontier Technologies, 2019). Based on the respondents' answer, all the respondents agree that technology and digital skill is really important in this era especially to maintain professionalism in teaching. In brief, one of the strategies to maintain lecturers' professionalism is by improving their technology and digital skill. P8 said: "One of the strategies to maintain professionalism in this era is by using technology wisely in teaching" (P8).

Moreover, lecturers need to improve their technology and digital skill to teach the students to reach the goals of learning because as we know that the main goal of Education 4.0 is the improvement of digital competencies and skills of

learners across all levels, and the increase of digital technologies used for learning (Puncreobutr, 2016).

On the other hand, P1 also explained: “Whether the technology and digital in teaching can be effective depends on the person that uses it” (P1). He believed that lecturers are responsible not only how to use and master the technology, but the lecturers also have to use it wisely and can lead the students to use technology and digital in a good way and for a good purpose. Lecturers must analyze deeply before giving the material to the students because of a lot of wrong information on the internet.

#### 4. Creative

Creativity is one of the skills needed in this era to maintain professionalism, creativity will produce a structure, approach or method to solve problems and answer needs. Teachers need to model this creativity and work smarter how this creativity is integrated into their daily tasks. Educators also need not be too afraid of making mistakes, but are always ready to face the risks that arise. Mistakes are the first step in learning, and don't need to be a factor. (Lase, 2019)

Lecturers are required to have creativity, so that they can change an idea or imagination into something new. In this case, lecturers are expected to be able to see things in a new way, find interesting and new patterns, or connect old things and new things so that they can produce better products (Kasinyo Harto, 2018). Moreover, P5 also said: “being a creative teacher is very important, especially in

using appropriate learning methods according to the wishes of students, not only rigid and traditional ways”.(P5).

### 5. Cooperative

According to Maliki (2010), lecturers are faced with the problem of how to treat students in learning. Cooperative and understanding interactions in the classroom are needed. Classrooms must be managed in such a way that there is a good relationship in learning between lecturers and students. P6 explained:” Lecturers must be cooperative in teaching so that learning takes place effectively”. He must not only prioritize his own desires in learning, he must consider how the student wants the learning to proceed. According to him, lecturers and students are teamwork in a team that depends on each other in learning. So, in a lesson, it is not only the lecturers who must be ready and become the center of learning, but also the students.

Hussin (2018) argues, students have choices in determining how they want to learn. Even though the learning outcomes of a subject are determined by the institution / body responsible for the curriculum, students are still free to choose the learning tools or techniques they like. Therefore, in order to maintain teaching professionalism and achieve goals in learning, lecturers must become lecturers who are suitable for students.

### **B. Discussion**

This part will present a further discussion of the research findings. There are two research questions of this study, the first one is “What are the challenges of being an English lecturer in Industry revolution 4.0?”, and the second research

question is “What strategies used by English Lecturers to maintain their professionalism in the era of industrial revolution 4.0?”

The first research question is “What are the challenges of being an English lecturer in Industry revolution 4.0?”. After concluding the results of the interview, the researcher concluded that there are several challenges in being a professional English lecturer in this era; Facility, learning motivation, generation gap, plagiarism, and the lack of direct interaction.

The first challenge is the lack of facilities that can support the learning process. In fact, facilities are an important element so that lecturers can teach effectively and efficiently so that learning goals are achieved. Better facilities conditions are more beneficial for students to study. Conversely, inadequate facilities will reduce learning outcomes (Surya, 2004). But, some students do not have the appropriate technology to use in learning. The respondents said this is because students come from different economic backgrounds where they cannot provide the money for the facility. Not only the gadget or computer, but the respondents also stated that internet access is also limited. The internet facilities on campus are inadequate so that learning becomes less efficient. Moreover, students live in different areas while the internet access in Indonesia is still very minimalistic with slow access and does not reach all regions (Hendrastomo, 2008)

The next challenge of being a professional English lecturer in this era is the lack of student’s motivation in learning. Based on the respondents' explanation of the interview in this research, to boost students' motivation and attract them to learn and participate in the learning process is not easy. Students are sometimes

not feeling motivated to learn. When the students are not motivated, it is hard for the lectures to teach effectively because they will not be paying attention, attracted, enthusiast, or actively involved in the learning process (Melissa, 2014).

Another challenge of being a professional English lecturer in industry revolution 4.0 is the lack of direct interaction. All the respondents agree that teaching by using online learning in this era can be so efficient (Anggraeni, 2018). But, the result of the interview in this research shows that not all of the lecturers are comfortable teaching distance learning. Some of them prefer to teach directly in the classroom to meet the students face-to-face. The respondents argue that distance learning or using the internet reduces the direct interaction between students and lecturers. As a result, the lecturers difficult to solve student's problems in learning, understanding student's need, and reducing the social interaction between and the student and the lecturer. The same idea was explained by Swanson, Hutkin, Babb dan Howell (2010) about challenges to communication and socialization in distance learning classrooms. They found that the lack of interaction was also felt by students where students feeling completely disconnected from their lecturers because they lose face-to-face communication.

The next challenge is the generation gap between students and the lecturer. The respondents interviewed by the researcher said that they have to put more effort to adapt to the new system and with their students because they were not born in the same era. According to Prensky (2001), lecturers are the digital Immigrants who are slow learners in learning technology, and the students are digital natives who are learning faster about technology related to this era. Based



on the theory above, it can be concluded that the generation gap is a challenge of being a professional English lecturer in industry revolution 4.0.

The last challenge is plagiarism. Plagiarism is the acts of stealing, copying, imitating, deceiving, manipulating, and use other people's work without showing that it is taking from someone else and pretend it as their own work (Ocholla, 2016). From the result of the interview, it is concluded in this era lecturers are difficult to control the students to not cheating and doing plagiarism because with the internet, it is easier and more convenient for students to copy and paste (Eret, 2014).

The second research question is the “What strategies used by English Lecturers to maintain their professionalism in the era of the industrial revolution 4. 0?”. The result of the interview shows that there are several strategies used by English lecturer to maintain their professionalism in industry revolution 4.0.

The first strategy to maintain professionalism is to keep learning. The conclusion of the interview shows, most of the respondents believe, keep learning new things to improve the knowledge and the skill is the main key to being a professional lecturer. Today, lecturers are required to upgrade new skill, not only skill in transferring the knowledge but teaching students according to the new system in 21st century (Brown-Martin, 2017)

Another strategy to maintain professionalism in this era is to be an open-minded person. From the result of the interview, it can be concluded that to maintain professionalism as an English lecturer in this era, lecturers have to be

open-minded. Being Open-minded means lecturers have to be able to accept the changes in technology, new ideas, opinion, and filtering the amount of information (Cherry, 2020)

The next strategy is by improving digital and technology competency. Based on the result of the interview, all respondents answer that technology and digital skill is really important in this to maintain professionalism in teaching. The respondents believe if the lecturers have to master technology and digital to be ready for this era. It is supported by Chai and Kong (2017), to be able to teach in this era the only choice for educators is to keep up with the technology. Also, Yoke (2018), explained if educators are not improving their skills, they would be left behind. Further answer found in the interview, the respondents answered, the skill in technology and digital is not only needed by the lecturers to teach efficiently but also to filtering the information they will teach the student and lead the student to use technology wisely.

Next, from the result of the interview, the researcher found that another strategy to maintain professionalism in this era is by improving creativity. According to Plucker, Kaufman, and Beghetto (2015), creativity is the skill in producing new ideas and applying something new that is useful for life.

The respondents believe they have to be more creative in teaching to attract the students to the learning process. The result of the interview also supported by another result of Syahrul Ahmar Ahmad, Soo Kum Yoke, Rahimah Mohamed Yunos, and Juyati Mohd Amin (2019) about the readiness of higher

education institutions in 21st-century education that stated that one of the skills needed by the lecturer in this era is creativity.

The last strategy is being cooperative (teamwork) with the students. The respondents in this research said they have to be cooperative in teaching. The respondents believe the goals of the learning will not be reached if they work alone, they need the students to be participated in teamwork to reach the goals of the learning and to teach them how to work together in learning. The same idea was also stated by Bowen and Shume (2018) that said it is important to develop student's collaboration skills because they will need it in their future work in this era.

After concluding the result of the interview, in the first research questions the researcher found that there are five challenges of the lecturers to be professional English lecturer in this era, three challenges; facility, digital and technology gap, and lack of direct interaction, is the most dominant answer that is stated by almost all the respondents in the interview. Two challenges "plagiarism and learning motivation" are less mentioned by the respondents. Furthermore, there is an unexpected answer researcher found in this interview about the challenges. In "facility", the challenges is not only refer to the students, the lecturers, said that the problem sometimes comes from themselves, as they are sometimes not having the appropriate technology to support the learning or still have limited access to internet access.

In the second research question, the dominant answer to the strategy is “learning new things, improving technology and digital skill, and improving creativity”. The other strategy “cooperative and open-minded” was only stated by fewer respondents in the research.



## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and suggestion. The first part will explain the summary of the finding. The second part, suggestion, will describe the benefit of this research for future research.

#### A. Conclusion

In this study, the industrial revolution 4.0 is interpreted as an era that uses digital technology in its life activities (Lavanya et al., 2017). As stated in this research, the rapid development of technological and industrial innovations has also had a big impact on English education in Indonesia, especially English lecturers. Technology makes it easier for English teachers to do things more efficiently and provides opportunities for personal development for lecturers. However, this change also brings many challenges that must be faced by English lecturers so that English lecturers have to find the strategy to maintain their professionalism (Schwab, 2017).

The findings of the research are based on the objective of the study and are discussed as follows. From the research that has been done about “Being a professional English Lecturer in the industry revolution 4.0: challenges and strategy”. The conclusion is; firstly, there are several challenges of being a professional English lecturer in the industrial revolution era including the lack of facility, student’s motivation in learning, the lack of direct interaction, generation gap, and plagiarism. Secondly, the researcher found that there are some strategies

of English lecturers to maintain their professionalism in industry revolution 4.0 including keep learning, being open-minded, improving digital and technology competency, improve creativity, and being a cooperative lecturer.

## **B. Recommendation**

This research provides more knowledge for the English lecturers about the challenges and strategies of being a professional English lecturer in Industrial Revolution 4.0. Then, the study suggests that lectures have to keep on learning and upgrading themselves in teaching English in the industrial revolution 4.0.

Furthermore, this research can be used as an additional reference for the further researcher who wants to conduct similar research. Then, since the number of participants in this research is small and limited, the recommendation for the further researcher is to conduct further research on a larger scale to gain more information and various perspectives on the topic. Also, to increase the deeper information related to the strategies and challenges of being a professional English lecturer in the industrial revolution 4.0 era.

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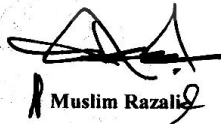
**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-6657/UN.08/FTK/KP.07.6/07/2020**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:
- |                                      |                            |
|--------------------------------------|----------------------------|
| 1. Habiburrahim, M.com., M.s., Ph.D. | Sebagai Pembimbing Pertama |
| 2. Dr. phil. Saiful Akmal, MA        | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : Maira Mustiranda
- NIM : 160203101
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Being a professional English Lecturer in the industry revolution 4.0: challenges and strategy (A study at Department of English Language Education, UIN Ar-Raniry)
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 15 Juli 2020  
An. Rektor  
Dekan,

  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13993/Un.08/FTK.1/TL.00/12/2020  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar - Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MAIRA MUSTIRANDA / 160203101**  
Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
Alamat sekarang : Jl. Tgk. Glee Iniem Gampoeng Tungkop Kec. Darussalam Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Being a Professional English Lecturer in The Industry Revolution 4.0 : Challenges an Strategy.***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Desember 2020  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 21 Desember  
2021

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email: [pbk@ar-raniry.ac.id](mailto:pbk@ar-raniry.ac.id) Website: <http://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-02/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13993/Un.08/FTK.L/TL.00/12/2020 tanggal 21 Desember 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Maira Mustiranda  
NIM : 160203101  
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

*Being a Professional English Lecturer in the Industry Revolution 4.1: Challenges and Strategy.*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 04 Januari 2021  
Ketua Prodi Pendidikan Bahasa Inggris,



T. Zulfikar

## **List of Interview Questions**

### **A. Challenges**

1. What is your opinion about the industrial revolution 4.0?
2. Do you think the education world of the industrial revolution 4.0 is different from the previous era?
3. Is there an impact of the industrial revolution 4.0 on your profession as an English lecturer?
4. Do you apply technology and online learning in teaching? How often?
5. What do you think about the use of technology and the internet in learning? Does it facilitate learning?
6. What challenges do you face in teaching in the Industrial Revolution 4.0 era?

### **B. Strategies to maintain professionalism**

7. In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?
8. Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?
9. What strategy did you use to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

## **The Transcript of Interview**

**Respondent : YM**

Code : Participant 1

Gender : Female

Interviewer : Assalamualaikum warahmatullahi wabarakatuh. My name is Maira Mustiranda, I am a student at Department of English Language Education UIN Ar-Raniry, 2016. I am currently doing my thesis under the title “Being a professional English Lecturer in the Industrial revolution 4.0 Era: challenges and strategy”. Where I have to interview the respondent with criteria; English Lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University , have been teaching in PBI for 3 years or more, and able to provide information about the topic of this research. do you meet these criteria?

Interviewee : Yes I do, I am one of the English Lecturers in the English department of UIN Ar-Raniry, and have been teaching English in the Department since 2016 for about 4 or 5 years.

Interviewer : All right, are you disposed to be one of the respondents in my research?

Interviewee : Yes, of course



Interviewer : Can we start the interview now?

Interviewee : Yes sure

Interviewer : What your opinion of industrial revolution 4.0?

Interviewee : This is about the generation change and how the global perception. The improvement is not only in learning but also in several aspects such as the development of technology and also in the increase of internet using particularly.

Interviewer : Do you think the education world of the industrial revolution 4.0 is different from the previous era?

Interviewee : Of course, before that , before the term of revolution 4.0, maybe as a lecture we not really realize how we should change the way we teach for example we try to elaborate some modules with internet things from the internet, online sources, and by introducing revolution 4.0 right now lecturers must adopt new materials from diverse resources not only maybe handbook but also should increase online resources wherever we can, at home, university, and of course in our classroom.

Interviewer : Is there an impact of the industrial revolution 4.0 on your profession as an English lecturer?

Interviewee : Yes, of course, we need to improve ourselves to be better in teaching not only we adopt old method but should adjust with the

new method by using the online classroom for example by encouraging our students to be more active to search online sources to support our learning.

Interviewer : Do you apply technology and online learning in teaching? How often?

Interviewee : I can say that is fifty-fifty because still in any class I combine with face to face interaction in the classroom to elaborate with the online class it means that sometimes it is not enough to provide online class and we need to support them with face to face interaction in the classroom to make them understand and motivate them also.

Interviewer : What do you think about the use of technology and the internet in learning? Does it facilitate learning?

Interviewee : By using some tools and also the internet in learning, the teaching-learning process will be much easier. I agree that it saves a lot of time and also it will be very effective to run an online class and as I said before it can be like very interesting interaction and communication between students and lecturers because with maybe old method tend to be like teacher-centered but by using the internet it is like create us to be learner-centered in the classroom. In this way, it opens a lot of spaces for students to learn a lot to be more independent..



Interviewer : What challenges do you face in teaching in the Industrial Revolution 4.0 era?

Interviewee : For the first one is motivation from the students, if they are unmotivated they will be not run very well and also the facilities that we got in our university do not support us a lot. If the university is very good I believed that the class will be very good. And it will be much more successful to conduct an online class.

Interviewer : In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?

Interviewee : I personally believe that not only from the education department but also better if they understand about E.T because right now to be professional lecturers not only they understand about how to teach the students but also how to operate some tools teaching aids, and how to modify some learning media. for example, it needs some skills not only the education department but it also needs E.T and technology and some knowledge like teaching aids.

Interviewer : Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : yes, it should be. To maintain our professionalism as a lecturer, I believe that I need to increase my knowledge on using much more

technology not only in education but also in how to be aware of the development of technology and adopting and apply it in the classroom.

Interviewer : What strategy did you use to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : Yeah, I need to learn a lot about some platforms from example, previously I have never used some platforms but because my students will use it, I need to try first although maybe to try an error but I need to try it, practice it, and then introduce it to my students so that is why be ready with some new platforms that will be very useful and very helpful to support our learning class, it is very important. “both” technology, educational, and maybe other skill important to support to be a very interactive classroom.

Interviewer : The interview has been over, thank you for being willing to be my participant.

Interviewee : All right, you are welcome

**Respondent : EZ**

Code : Participant 2

Gender : Male

Interviewer : Assalammualaikum warahmatullahi wabarakatuh. My name is Maira Mustiranda, I am a student at Department of English Language Education UIN Ar-Raniry, 2016. I am currently doing my thesis under the title “Being a professional English Lecturer in the Industrial revolution 4.0 Era: challenges and strategy”. Where I have to interview the respondent with criteria; English Lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University , have been teaching in PBI for 3 years or more, and able to provide information about the topic of this research. do you meet these criteria?

Interviewee : Yes I am

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

Interviewer : Can we start the interview now?

Interviewee : Yes sure

Interviewer : What your opinion of industrial revolution 4.0?

Interviewee : Because I am in education, discussing about industrial revolution is discussing about something digital, you use technology as a main tool in teaching learning process.

Interviewer : Do you think the education world of the industrial revolution 4.0 is different from the previous era?

Interviewee : It is different when we see from the media of learning and also the way of the teaching-learning process. Before 4.0 we always going to school and the teacher and student in the same place. Right now in 4.0, the time, the place, does not determine the condition of teaching-learning process. We can do the teaching-learning process everywhere, the student is somewhere, the teacher is somewhere, but the place is not important anymore.

Interviewer : Is there an impact of the industrial revolution 4.0 on your profession as an English lecturer?

Interviewee : yes, of course, by using technology for example zoom, we have Google classroom, and we have several educational applications that help me specifically in teaching the student. The students may not come to the class. We can have cyber class, every student can present in the screen and the teaching-learning process can running even we are in a different location so that is easier and also have a great impact to me.

Interviewer : Do you apply technology and online learning in teaching? How often?

Interviewee : Yes, right now almost one hundred percent during a pandemic. I don't have to go to university to teach in the class only invite them

by using G-meet and we arrange the schedule and the students must standby infront of their gadgets or their laptops.

Interviewer : What do you think about the use of technology and the internet in learning? Does it facilitate learning?

Interviewee : yes of course it facilitate the learning, the teacher can control the class and the student can be everywhere and when we arrange the schedule we can follow the schedule like already sign by the department and we don't have to go to school we do not have to the room only in their houses and this technology, of course affect me very much and give me a lot of lightening in running the class

Interviewer: What challenges do you face in teaching in the Industrial Revolution 4.0 era?

Interviewee : Number one is the human resources and then our willingness and also our money. Right now in Banda Aceh, there is no problem with gadgets about the internet because it can be access everywhere but the challenge is in the remote area that is the challenge and some students who do not have appropriate gadget and maybe the gadget still not support the G-meet, or zoom And also honesty, that also the challenge when we give them assignment online and we ask them to do it at home and then send to me. The problem is I cannot see they do it by themselves or took it from someone else or they cheated. And also about the provider,

the internet access that is also becomes a challenge sometimes it is running smoothly but sometimes stuck. And, another challenge is about the student who does not has a lot of money, that also the challenge, because right now the pulse is very expensive and also many students came from different economic background. They have to spend a lot of money. Another challenge is how to provide the source of the material of learning, how to make it interesting, how to make the material is nice to be seen, the students enjoy, not bored, that is challenges I think, making something new if you see only the screen you become bored we can create an interesting material.

Interviewer : In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?

Interviewee : In this 4.0 the lecturer must have the ability in technology, they must master technology recently, I think only that. Because right now the time and place do not matter anymore, you can teach everywhere without the limit of time, space, depend on you where you teach and when as long as you have the facilities, and you can also master the technology.

Interviewer : Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : of course, if you are no good at technology, you will be left behind because right now everything uses technology, to maintain our professionalism one of the criteria is you master the technology, you can use, you can apply, you can control the technology.

Interviewer : What strategy did you use to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : number one I have to learn a lot of media of learning, try to be more creative in providing learning material and also must open-minded so every new thing must be analyzed deeply and do not trust hoax and always see something in positive and then try to analyze something deeply or comprehensively. Because right now, there are a lot of applications that useful but when we cannot use them effectively they drive us to the bad way so it depends on the person, in my opinion, technology can be useful depends on the person who uses it. As a lecturer we have to open-minded, we can accept but we have to filter the information that useful for our students, so we can open to every changing because the news comes from all the round the world so we cannot limit it, it depends on you to limit it.

**Respondent : TZ**

Code : Participant 3

Gender : Male

Interviewer : Assalamualaikum warahmatullahi wabarakatuh. My name is Maira Mustiranda, I am a student at Department of English Language Education UIN Ar-Raniry, 2016. I am currently doing my thesis under the title “Being a professional English Lecturer in the Industrial revolution 4.0 Era: Strategies and challenges”. Where I have to interview the respondent with criteria; English Lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University , have been teaching in PBI for 3 years or more, and able to provide information about the topic of this research. do you meet these criteria?

Interviewee : Yes, of course, I am.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

Interviewer : Can we start the interview now?

Interviewee : Yes sure



Interviewer : What is your opinion about the industrial revolution 4.0?

Interviewee : I think that we still left behind although now is 4.0 people already go far more than that. In this modern era in the case of lecturer, they are required to be able to have a capacity in ICT, and not only that, lecturers should be able to use it well. My understanding of 4.0 is we are required to be ready for adjusting and adapting their skill to contemporary issues and contemporary needs.

Interviewer : Do you think the education world of the industrial revolution 4.0 is different from the previous era?

Interviewee : it is a bit different because in industrial revolution 4.0 people are trained to be able to not only work but to create the job but in the past also before the industrial revolution 4.0n they require their students to that way, they required to be prepared with the workforce. But the difference is that the global right now is borderless. All people are eligible to go to everywhere they can compete with anybody that what makes them different from the previous time. Because, with the internet connection world becomes smaller and borderless.

Interviewer : Is there any impact of the industrial revolution 4.0 on your profession as an English lecturer?

Interviewee : I do not think it gives me negative impacts, it gives me positive impacts. I can say that I am a new immigrant in technology, I was

not born in the era of technology but I have to grow up and improve my personal ability in the period where the ICT and technology are very common. To me, I consider myself that am still young, I can be able to adapt myself with this development. I think it is a different issue when we are talking about lecturers or teaching staff who are beyond my age, beyond my generation. In the fifty at the moment, or almost sixty, they might feel difficult to adapt, but in this department, most of lecturers consider in the middle ages where they are exposed to technology so I do not think they will find difficulties to adapt.

Interviewer : Do you apply technology and online learning in teaching? How often?

Interviewee : I use it sparingly before covid 19 but during covid 19 I use it most of the time like using canvas, videos, I am learning because when we are in a difficult time our brain will work hard to face it. For example, before covid 19 I knew nothing about zoom.

Interviewer : What do you think about the use of technology and the internet in learning? Does it facilitate learning?

Interviewee : Technology improves learning, but it cannot substitute teacher. And it cannot improve learning unless the lecturer can use it effectively and efficiently. We cannot avoid the skill that we are the teacher required to encourage the learning. classroom

management always takes place although it is online. The way when you need to upload the material, how you make sure the students read the material, how you make the regulation when the student should submit the assignment, how you encourage the students to communicate online, so nobody can replace the teacher. Technology is a gun, the main important thing is the man behind the gun students need feeling, people who can touch them, emotion, and technology cannot replace it.

Interviewer :What challenges do you face in teaching in the Industrial Revolution 4.0 era?

Interviewee : Not really, the problem is that we need to prepare more for the material. Because, the material we are teaching are available hundreds of copies online where students can just download it. So if we do not prepare on the issue, or don't read we do not improve our own issue, I think the students will be able to debate us even critic us because they read more. So it is so important to improving our professionalism at least by reading, by learning.

Interviewer : In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?

Interviewee : English lecturer should be able to have the knowledge to teach, they have the pedagogical content knowledge, which is the ability

to teach the content, to teach the knowledge .some lecturers are very good for themselves, they know grammar, they have a very good score, but they are not able to teach, this is not what we need, we want someone which is capable in subject content knowledge and can transfer what they know. But, In this era, we also need more capability in ICT, how to download the online material, how to give it to the students, how to blend the learning between classroom learning and online learning, so we need a teacher who has the ability in blended learning or combines the learning.

Interviewer : Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : Professionalism is needed not only in this era but in this era we need more professionalism. Becoming a lecturer does not mean you stop learning, even you have to learn more. Even if you are a professor, if you stop learning, only teaching, it's doomsday for you, you do not improve your knowledge, so professional development is a must for lecturers especially for this time where the lecturer is not the only source of knowledge the students have. All the people who engage in their workforce, have always keep improving themselves.

Interview : What strategy did you use to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : I write, I publish, I read more other people's work so I can improve my own skill, I join the workshop, I become the presenter in the conference, it is a part of learning because become the presenter you need to prepare well, you need to read more, talk to other people more, so I challenge myself with new things, if you do not challenge yourself, you never improve.

**Respondent : NA**

Code : Participant 4

Gender : Female

Interviewer : Assalamualaikum warahmatullahi wabarakatuh. My name is Maira Mustiranda, I am a student at Department of English Language Education UIN Ar-Raniry, 2016. I am currently doing my thesis under the title "Being a professional English Lecturer in the Industrial revolution 4.0 Era: challenges and strategy". Where I have to interview the respondent with criteria; English Lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University, have been teaching in PBI for 3 years or more, and able to provide information about the topic of this research. do you meet these criteria?

Interviewee : Yes I do, I am one of the English Lecturers in Department of English Language Education in UIN Ar-Raniry.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

Interviewer : Can we start the interview now?

Interviewee : Yes sure

Interviewer : What is your opinion about the industrial revolution 4.0?

Interviewee : Fourth industry revolution or industry 4.0 is a transformation regarding the way we produce something and in education especially it is refer to the transformation in teaching learning process so we are talking about the use of internet, digital learning, as well as project based learning in assessment I think. It is the use of few trends of learning.

Interviewer : Do you think the education world of the industrial revolution 4.0 is different from the previous era?

Interviewee : it is different in many ways one of the examples previously students should have to spend hours in the library to search through the book for some information. But now it is different, we only need a single click in no more than thirty seconds to find out more

broad of information, thanks to the internet of course but the more significant difference is that the change in the curriculum, now we teach the student the skill instead of content.

Interviewer : Is there an impact of the industrial revolution 4.0 on your profession as an English lecturer?

Interviewee : The major impact on 4.0 education on my profession as a lecturer is that I need to change the way I teach the students of course I need to not only teach them the knowledge but also the skill that they will need to thrive in the future workplace.

Interviewer : Do you apply technology and online learning in teaching? How often?

Interviewee : I rarely apply online learning honestly, because I prefer the face-to-face classroom situation. But of course, the use of technology especially the internet to search through books and journals is very important to achieve their goals in completing their projects.

Interviewer : What do you think about the use of technology and the internet in learning? Does it facilitate learning?

Interviewee : yes it does, technology can facilitate the learning. The use of technology and internet will ease the student in learning and get the knowledge it facilitates time to many attractive ads and

informational website which is more fun I think in learning something.

Interviewer : What challenges do you face in teaching in the Industrial Revolution 4.0 era?

Interviewee : Talking about the challenges, there are many of course. The first one is the facility I think, it is not easy to make sure that all students have easy internet access so they can follow the online learning for example effectively and then the second challenge is it is not easy to provide a classroom situation and projects which stimulate the student complex problem-solving skills, critical thinking and creativity which will be needed of course in the future workplaces.

Interviewer : In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?

Interviewee : Talking about qualification I think one of many qualifications that the lecturer needs is having a comprehensive understanding of digital education and how to implement them in the classroom situation. The training will be needed of course. The lecturer will need to know how to use innovative technologies in the learning process.

Interviewer : Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?



Interviewee : Yes, it is important because I need to provide adequate context for my students as many as possible to prepare them for their future jobs, to train them to be critical thinkers, problem solvers, leaders so that in the future their not only have the knowledge and the technology of course but they can understand the principle behind the technology itself. When and where to use the technology and how to solve the problem regarding the technology itself

Interviewer : What strategy did you use to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : For the last questions I think the main strategy is by always improving my competence and quality in digital learning-teaching process, how to have a comprehensive understanding as well.

**Respondent : LA**

Code : Participant 5

Gender : Male

Interviewer : Assalammualaikum warahmatullahi wabarakatuh. My name is Maira Mustiranda, I am a student at Department of English Language Education UIN Ar-Raniry, 2016. I am currently doing my thesis under the title “Being a professional English Lecturer in the Industrial revolution 4.0 Era: challenges and strategy”. Where I have to interview the respondent with criteria; English Lecturers of

Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University, have been teaching in PBI for 3 years or more, and able to provide information about the topic of this research. do you meet these criteria?

Interviewee : Yes I do, I am one of the English Lecturers in Department of English Language Education of UIN Ar-Raniry, and last semester I taught several subjects.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

Interviewer : Can we start the interview now?

Interviewee : Yes sure

Interviewer : What is your opinion about the industrial revolution 4.0?

Interviewee : It is a kind of new technology for this era and we must understand if not completely just you have to study it little by little at the end we can use it and make use in our daily routines.

Interviewer : Do you think the education world of the industrial revolution 4.0 is different from the previous era?

Interviewee : yes, we have to adapt to the new situation and new era because of the new technology come out and we have to adapt and even to adopt it in our daily life, especially in our work.

Interviewer : Is there an impact of the industrial revolution 4.0 on your profession as an English lecturer?

Interviewee : sure yes, because mostly our teaching program our teaching and learning program use technology instead of manual so we have to understand it well and not only the lecturers but also the students because the two sides must understand the technology to run the teaching and learning process.

Interviewer : Do you apply technology and online learning in teaching? How often?

Interviewee : Yes, almost every teaching program moreover in this situation, Covid 19. In the future, we also do not have any classes if we are busy, we can use that technology for teaching and learning programs.

Interviewer : What do you think about the use of technology and the internet in learning? Does it facilitate learning?

Interviewee : In fact, yes, especially in this situation. But you know in teaching-learning program direct classroom teaching is still important because we can see our students or discuss program our program

directly to solve the problem sometimes with the internet and so on . so teaching in the class is also important but in this situation, we have to use the technology that helps us very much.

Interviewer : What challenges do you face in teaching in the Industrial Revolution 4.0 era?

Interviewee : Yes, sometimes. In classroom teaching or classroom programs the students can share their ideas and opinion very directly without disturbance of the internet or whatever, but somehow this technology helps us very much even though we run the program out of class. Sometimes, the students themselves quite difficult to contact lecturers because we are busy, and direct contact is sometimes better. But in this situation, I avoid it because of this pandemic.

Interviewer : In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?

Interviewee : Yes, many qualifications instead of your knowledge and study programs in their study backgrounds, they have to understand the technology and make this use of technology as their means in their teaching program. And we have to adapt and study it well if we do not understand we have to learn, very deeply so that we have no problems in our teaching program.

Interviewer : Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : yes, because today's era needs already apply those kinds of technology in our lives, especially in our teaching and learning program so both of them, not only lecturer, also the student have to understand the technology to have a better target of our teaching programs.

Interviewer : What strategy did you use to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : I have been teaching English in UIN Ar-Raniry for 32. I have to understand the problem of the student itself. We cannot apply our knowledge to the students with the same strategy. We have to adapt to the different backgrounds of the students. And we should try to solve students' learning problems by using different teaching strategies. Sometimes maybe by dividing the students into groups. The lecturers have to understand the strategy very well instead of using one single strategy in his/her teaching. Because, in the teaching-learning programs, the problem is not the lecturers but also the students. When we supply knowledge to the students, we have to use different strategies.

**Respondent : KH**

Code : Participant 6

Gender : Female

Interviewer : Assalamualaikum warahmatullahi wabarakatuh. My name is Maira Mustiranda, I am a student at Department of English Language Education UIN Ar-Raniry, 2016. I am currently doing my thesis under the title “Being a professional English Lecturer in the Industrial revolution 4.0 Era: Strategies and challenges”. Where I have to interview the respondent with criteria; English Lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University , have been teaching in PBI for 3 years or more, and able to provide information about the topic of this research. do you meet these criteria?

Interviewee : Yes I am

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

Interviewer : Can we start the interview now?

Interviewee : Yes sure

Interviewer : What is your opinion about the industrial revolution 4.0?

Interviewee : That is a must we cannot get rid from it. Like This is the time already. Other people of other part of the globe has started doing it 1 or 2 decades ago and to us we learned and we aware about that maybe ten years ago.

Interviewer : Do you think the education world of the industrial revolution 4.0 is different from the previous era?

Interviewee : That is a must we cannot get rid of it. This is the time already. Other people of another part of the globe has started doing it 1 or 2 decades ago and to us, we learned and we aware of that maybe ten years ago.

Interviewer : Do you think the education world of the industrial revolution 4.0 is different from the previous era?

Interviewee : Yes, of course, long time ago if you teach somebody you have to be at one specific place, specific time, with some particular student, but now using technology you can be somewhere else which is this is not necessary for you to be in a classroom with the students. The technology can really support you.

Interviewer : Is there an impact of the industrial revolution 4.0 on your profession as an English lecturer?

Interviewee : To us, especially for lecturers of the English department we learned about the industrial revolution and we aware of that maybe

ten years ago but not everybody knows that before now. But now it is a must we have to make ourselves ready for that.

Interviewer : Do you apply technology and online learning in teaching? How often?

Interviewee : Yes of course, before today, we did not do that much because it was not a must, but during this situation, we are forced to be not in one room so that is why we have to take it into action now.

Interviewer : What do you think about the use of technology and the internet in learning? Does it facilitate learning?

Interviewee : If we talk for this department, we have to know actually even though the facility or technology already there but we have to make sure that every member of the class are happy with that or ready with that , if I can use technology but my students do not happy with that in term of the payment of the fee we cannot do that.

Interviewer : What challenges do you face in teaching in the Industrial Revolution 4.0 era?

Interviewee : The challenges are only actually maybe for the specification maybe you have a simple or standard laptop or your student have the same but sometimes you have to make sure that the specification quite high otherwise you will take a lot of time for one session for lagging like when we do the consultation we



couldn't do it smoothly because technology means you are not meeting each other so we really depend on technology if it cannot support, it will take double of time or will be less effective.

Interviewer : In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?

Interviewee : To be a professional English lecturer in this era is really different, long time ago they need to upgrade their knowledge and skill, and awareness and feel to add more qualifications and keep learning. Technology is running and you are as the source of information you have to make sure that you get well knowledge and information for yourself as the lecturer and how to transfer it to your students.

Interviewer : Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : This is the time whether you are ready or not, you have to catch up with not only ability and skill but the way to use technology to improve your students' achievement in the teaching and learning process.

Interviewee : What strategy did you use to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : Teamwork, my students and I really depend on each other, we are in one team, I have to be ready as a lecturer, and the students need to manage themselves, have the willingness, ready for the learning, and they need focus on.

**Respondent : SK**

Code : Participant 7

Gender : Female

Interviewer : Assalamualaikum warahmatullahi wabarakatuh. My name is Maira Mustiranda, I am a student at Department of English Language Education UIN Ar-Raniry, 2016. I am currently doing my thesis under the title “Being a professional English Lecturer in the Industrial revolution 4.0 Era: Strategies and challenges”. Where I have to interview the respondent with criteria; English Lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University , have been teaching in PBI for 3 years or more, and able to provide information about the topic of this research. do you meet these criteria?

Interviewee : Yes I am one of the English Lecturers at Department of English Language Education of UIN Ar-Raniry.

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

Interviewer : Can we start the interview now?

Interviewee : Yes sure

Interviewer : What is your opinion about the industrial revolution 4.0?

Interviewee : It is good to be adapted in teaching.

Interviewer : Do you think the education world of the Industrial Revolution 4.0 is different from the previous era?

Interviewee : Yes I do think so.

Interviewer : Is there an impact of the industrial revolution 4.0 on your profession as an English lecturer?

Interviewee : Yes, off course.

Interviewer : Do you apply technology and online learning in teaching? How often?

Interviewee : Yes, in all of my classes.

Interviewer : What do you think about the use of technology and the internet in learning? Does it facilitate learning?

Interviewee : Using technology and internet become a must for us since all of our classes are conducted by using certain application this year. Yes, it helps me in teaching especially during the pandemic.

Interviewer : What challenges do you face in teaching in the Industrial Revolution 4.0 era?

Interviewee : In general, everything is fine. However, there are problems related to internet connection for students, students' skills in using the application, and lack of social skill development since students and lecturers cannot meet in classroom in person.

Interviewer : In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?

Interviewee : The skills to adapt and use technology and the willingness to innovate and develop their teaching.

Interviewer : Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : Yes, very important.

Interviewer : What strategy did you use to maintain your professionalism as English lecturer in the era of the industrial revolution 4.0?

Interviewee : The strategy is being able to adapt and use new technology wisely to increase and develop my capacity as a professional lecturer.

**Respondent : NR**

Code : Participant 8

Gender : Female

Interviewer : Assalamualaikum warahmatullahi wabarakatuh. My name is Maira Mustiranda, I am a student at Department of English Language Education UIN Ar-Raniry, 2016. I am currently doing my thesis under the title “Being a professional English Lecturer in the Industrial revolution 4.0 Era: challenges and strategy”. Where I have to interview the respondent with criteria; English Lecturers of Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University , have been teaching in PBI for 3 years or more, and able to provide information about the topic of this research. do you meet these criteria?

Interviewee : Yes, I am

Interviewer : Alright, are you disposed to be one of respondents in my research?

Interviewee : Yes, of course

Interviewer : Can we start the interview now?

Interviewee : Yes sure

Interviewer : What is your opinion about the industrial revolution 4.0

Interviewee : As far as I know, industrial revolution 4.0 is the era when we are expected to relate to technology, all the things that we do must be in line with the requirement of nowadays systems.

Interviewer : Do you think the education world of the industrial revolution 4.0 is different from the previous era?

Interviewee : Of course, before this, we use to do offline class. But now we are in this situation where we also do online classes also.

Interviewer : Is there an impact of the industrial revolution 4.0 on your profession as an English lecturer?

Interviewee : Of course, especially for me as a lecturer who was not born in this era. Before, I used to find any reasons not to use technology in the teaching-learning process, but today however I have to deal with the situation in this era. I actually prefer offline before. or direct teaching but I have to learn.

Interviewer : Do you apply technology and online learning in teaching? How often?

Interviewee : Yes, most of the time today, not before.

Interviewer : What do you think about the use of technology and the internet in learning? Does it facilitate learning?

Interviewee : Of course it facilitates learning, but however, there are principles, where the teacher still plays an important role in learning. So there must be a combination of distance learning and face-to-face learning. Because if you just let the students search on their own without the teacher, it will not work. Nothing is perfect in the world.

Interviewer : What challenges do you face in teaching in the Industrial Revolution 4.0 era?

Interviewee : The first thing is the problem of internet access where not all students are in remote areas. Then, not all students have the same economic conditions so they must have a sensitivity to the student's condition. Furthermore, for lecturers who were born in an era that was not too exposed to technology, I had to put in more effort to adapt to the current conditions which might have been possible for other people who were accustomed to it, it was not a big problem. Then, the lack of direct contact made it impossible for me to fully know the students, assess, and reduce the sense of belonging to the students and the closeness to each other in the teaching and learning process.

Interviewer : In your opinion, what qualification should an English lecturer have in teaching in the era of the industrial revolution 4.0?

Interviewee : Professional lecturers for me are lecturers who can maintain their integrity, what they say to their students, must be in line with what they do too. For example, saying to be on time, he must also be on time. Then, lecturers must have high skills in mastering many learning methods because the way students learn is different from one another. Therefore, this skill is important to facilitate children's learning, especially in technology-based learning where it is more difficult to control students.

Interviewer : Do you think it is important to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : It is so important. And they have to adapt because lecturers must try their hardest to achieve learning goals.

Interviewer : What strategy did you use to maintain your professionalism as an English lecturer in the era of the industrial revolution 4.0?

Interviewee : I am a person who is not feeling shy to ask, to learn something I do not understand even if it is to someone who is younger than me even to my students. Then, even I am the type of person who may not really like to use technology but when it is a must, I will learn hard, keep learning, and adapt to the condition.