THE ROLE AND CHALLENGES OF LECTURERS IN THE ERA OF INDUSTRIAL REVOLUTION 4.0 AND SOCIETY 5.0 IN DELIVERING LEARNING FOR MILLENNIAL STUDENTS AND GEN Z STUDENTS

Zulhawati[1], Meiliyah Ariani[2]*

[1]Graduate Program, Universitas Teknologi Yogyakarta, Indonesia

[1]Email: zulhawati@gmail.com

[1]ORCID: https://orcid.org/0000-0002-2817-4745

[2]Faculty of Economics and Business, Universitas Prof. Dr. Moestopo (Beragama), Jakarta, Indonesia

[2]Email: meiliyahariannie@yahoo.co.uk

[2]ORCID: https://orcid.org/0000-0003-4797-8607

*Corresponding Author:

meiliyahariannie@yahoo.co.uk

Abstract

Higher education is one of the learning facilities for the nation's next generation which is required to produce quality human resources. The success of the educational process in higher education is influenced by many factors that are interrelated with each other. One of these factors is the lecturer. Facing the era of industrial revolution 4.0 and Society 5.0, the role of lecturers in higher education is very important and strategic. In the era of digitalization, a lecturer must be able to adapt to technological advances. This research aims to provide an overview of the role and challenges of lecturers in the industrial revolution 4.0 era in delivering learning to students in the industrial revolution 4.0 era. To prepare students to enter the world of work in the digital era. The research method used is a descriptive qualitative approach. Data collection techniques in research were carried out based on theoretical studies from searching research journals, books and papers. a descriptive qualitative approach to describe how much influence the role and challenges of lecturers in the industrial revolution 4.0 era have in delivering learning to students. The picture obtained from several literature results is that to produce graduates who have good character, lecturers must act wisely in recognizing the conditions of students and classes in this digital era. Lecturers must make changes in teaching, at least changes that start from the lecturer himself. Learning patterns can no longer use old patterns, lecturers must be able to keep up with technological developments, so as to produce highly competitive graduates. The era of industrial revolution 4.0 and society 5.0 is an era where the digital industrial world has become a paradigm and reference in the order of life, so that new literacy is needed as capital to take part in people's lives.

Keywords: Performance, Leadership, Motivation

1. Introduction

Facing the increasingly unstoppable flow of globalization accompanied by increasingly sophisticated technological developments, the world has now entered the era of the industrial revolution 4.0 and society 5.0, namely emphasizing digital economics, artificial intelligence, big data, robotics, and so on or known as the phenomenon of disruptive innovation. Facing these challenges, teaching at PT (Higher Education) is required to change, including in producing quality lecturers for future generations.

International Journal of Accounting, Management, Economics and Social Sciences. IJAMESC, PT. ZillZell Media Prima, 2023.

904

In the era of digitalization, a lecturer must be able to adapt to technological advances. And so that graduates already have high competitiveness who are ready to compete, lecturers are needed who have strong *core competencies*, have *soft skills*, critical thinking*, creative*, communicative and are able to collaborate well with students. Lecturers must also be able to adapt to the industrial revolution 4.0 and society 5.0. Learning patterns can no longer use the old pattern, lecturers must be able to follow technological developments so as to be able to produce highly competitive graduates. Lecturers also play a role in spreading passion and inspiring students, lecturers also become friends for students, lecturers must also be exemplary and have character.

The development of the world of education today is very influential on the way of teaching and learning in universities. In an IAI (Indonesian Institute of Accountants) seminar in Jakarta, it is even alleged, the undergraduate profession of accounting, may one day not be needed because it is enough to be done by associate experts / Diploma 3 only, assisted by various software that is currently available and growing to help accountants work. The science of accounting and finance is getting closer, the use of technology (certain applications) can even eliminate work, business and change the way of teaching and learning. In September 2016, Jacob Morgan, a best-seller, futurist, stated that there are 5 trends that are shaping the future of work. Morgan's writing is very relevant and needs to be known so that we as lecturers can determine the right strategies in continuing to improve the quality of our teaching, and for curriculum makers and education policy makers at the University, this can be used as basic information in making strategic decisions at the University level. The 5 trends that shape the future of work according to Jacob Morgan are as follows:
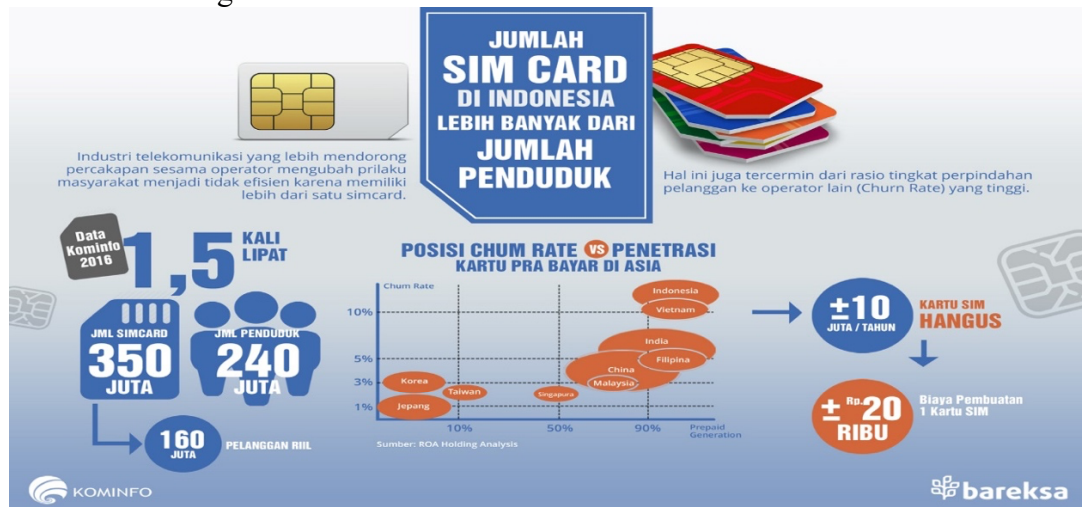
a. Globalization

The world became one giant city. The language used, the culture used, the currency used, the location where you live become less meaningful or not a lot of consideration anymore because everything is connected to the internet. So, the workforce can be accessed from anywhere in this part of the world. This has already happened. With the signing of the AEC, we cannot avoid labor and business competition even between ASEAN neighboring countries. Vietnamese labor and its products have begun to flood Indonesia, because for them, learning Indonesian is not as difficult as the opposite, learning Vietnamese for Indonesians. Likewise, Cambodia, Myanmar, Thailand, let alone Singapore whose GDP is clearly the highest in ASEAN may even be among the most prosperous countries in the world. Ready is not ready, our workforce must compete with other countries, and so do the products of our business. For this reason, our task as lecturers is to help students' readiness to enter the global market.

b. Mobility

Mobility causes us to be able to connect with anyone, anytime and with any device / cellphone, tab, laptop, desktop. Email, social media, news, youtube, so the office becomes something that we can carry in our pockets and we can work anywhere. In Indonesia as a developing country, according to the tech in asia site that presents Indonesian infographics, SIM card owners for communication currently reach 326 million subscribers. The number is greater than the total population of Indonesia. Of course, Indonesia is the most attractive market in the ASEAN region and the telecommunications industry. With more than 88 million internet subscribers (according to the site we are social), it is certainly very encouraging for this business owner. The consequences are, of course, Greatly change the way people work, find jobs, train the workforce, assess

achievement, how to communicate, learn and may change various educational theories that have been taught in the classroom.

Source: http://www.bareksa.com/id/text/2016/11/16/infografik-jumlah-sim-card-di-indonesia-melebihi-jumlah-penduduk/14296/news, accessed 2 Sept 2017

Figure 1. Number of Sim Card Users in Indonesia

In the picture above is also discussed the wasteful behavior (Chum rate) of sim card users triggered by the low price of prepaid cards and the ease of people changing sim cards so that waste occurs Rp 220 billion every year because the production per card is Rp 20.00 and 10 million users throw away their old sim cards to replace them with new cards.

c. Millenials and demographic change

Millennials will grow to around 50% of the workforce by 2020 and 75% by 2025. Millennials are the generation with gadgets and working with them. Meanwhile, people working in offices were still using the same technology in 1995. This generational gap can be quite disruptive, unless the more senior workforce is willing to learn and use the same way and master the technology that millennials also use. What about the human resources around us?

1) New behavior.

Organizational change causes the need for the workforce to adapt and use new behaviors. This means that there is no difference whether the employee is 22 or 62 years old. New behaviors are rapidly entering our organization. We are starting to not be uncomfortable with everything that is open, personal life that is now shared via social media such as Twitter, Facebook, Instagram, Linked in. We can compare the conditions in the years before the millennium era, things that are personal, always kept or become family secrets. Nowadays, people do not hesitate to video their personal lives, daily activities (making vlogs), and record and upload them on Youtube, Instagram and Facebook sites. Vloggers mushroomed where it has even become one of the ideals of Indonesian children, when asked by President Jokowi about what his ideals are! People can easily post photos of themselves, or comment on other people's activities, conduct political debates on social media, but also cybercrime is increasingly unimaginable from the original state where the internet was not available.

2) Technology

Many aspects of work are changing, including how we share, communicate, collaborate, teach, learn, find information, access technology and create content. Do any

International Journal of Accounting, Management, Economics and Social Sciences.
IJAMESC, PT. ZillZell Media Prima, 2023.

906

of us still not have email? Do any of us still have no mobile phones? I am sure, among us there will be those who miss the *mobile phone* as if it feels more pitiful than missing the wallet. Without cell phones, our world is exhausted today. That's right, father, mother, mother? Likewise, the way they learn (maybe lectures in *one way communication* are no longer popular and boring!), the length of time they can focus on listening to our lectures (because they are busy being disturbed by alerts telling us there is Facebook or Instagram that is liked / liked) becomes narrower so that study hours may have to be revised and reinvent a new learning curve so that students stay motivated to learn in class. Google, *slide share*, and other *search engines* are changing the way they get information.

Or even the learning environment we also need to change? It takes a separate discussion to learn and apply new learning events with the availability of learning materials made possible by new technology. The above forces organizations to think and reimagine new ways of working. Technology is like *'big data. Wearable devices,* collaboration *platforms*, the internet of things*, and* cloud computing *are what make us work in new ways that make us* more engaged and *feel* closer to work and more productive. In the future, technology will be the brain center of work and make it easier for everything to function.

Other YouTubers also suggested a change in the way they worked. The world of work and the way it works is changing. The way people find jobs is also changing. In the year 94, Monster.com in America was founded and people did jobs from applying, assessing achievements to getting job information through this site. Year 1995 Career builder founded, 2003 Linked in founded, 2007 Glassdoor founded. The way HR works and operates is changing from the previous traditional way. With social media, screening or screening in employee selection can be done easily without much effort. Interviews can also be conducted through social media or by using mobile phones. With Skype, Whats up, interviews can be conducted to anyone and in any location very easily and cheaply.

In the office, technology has changed the way humans work, from how to communicate to store everything (data). Email replaced paper mail, filing cabinets were replaced by cloud stores. Gender in work is also changing. In 1971 52% of women were employed, growing to 67% of working women. As for men, 92% in 1971 were employed, declining to only 76% working (24% meant being unemployed or looking for work).

Post-recruitment training is also changing. Currently, skills training is carried out later after seeing cultural suitability. So skills are the second most important thing, after seeing the cultural compatibility of prospective workers with the organization. Jobs in government, banking and finance still use formal clothes, but other jobs are starting to be more relaxed and fun (work atmosphere, more relaxed uniforms) especially people who work using technology. Apple, Google, BBC, began to adopt collaborative work environments, to promote greater opportunities for interaction, even some offices introduced free food (Facebook), play areas (Microsoft), to naps (corporate companies in Japan).

With the development of technology, the existence of the internet, the way of working has also changed. More people are able to work at home, and more people are choosing to work freelance (rather than being full-time employees). In this world there has been what is called 'disruptive innovation'. Interrupting or changing things to be different from the old things. What happened to the changes in the business world due to technology? The Harvard Business Review in 2013 predicted it well and is happening today. Large companies collapsed, replaced by new technology-based small companies that offered low prices, easier technology at the same price. Large companies add various

conveniences but do not match the demands and needs of changing times while technology-based companies offer easier prices with the same convenience. This caused many giant companies to collapse. (In Indonesia, Gojek, Grab and Uber replaced Blue Bird Taxi which in the end they relented by joining the Go Car platform based on online application). Maybe later, store stores will lose customers, because they prefer online shopping which proves to be cheaper, less effort in shopping. By just sitting on the sofa or in bed, with makeshift clothes, you can shop for fashion to then style like a model by shopping at a shoppee or lazada. The collapse of Seven Eleven, which has hundreds of networks in Indonesia, also proves the glory of technological innovation that disrupts and completely changes business life. There are many things and homework that we have to think about, discuss, and we make strategies in dealing with our daily work as a lecturer, with the technological changes we are currently facing.

## 2. Theoretical Background
2.1 Performance

As an employee it is necessary to excel, with the competencies possessed, strive to improve achievement. In addition to getting job satisfaction, good performance can also result in career improvement, and ultimately can increase income as an employee. Job performance (or performance) is the value of a set of employee behaviors that contribute either positively or negatively to the achievement of organizational goals (Colquit LePine & Wesson, 2009).

Performance as a lecturer is assessed from three activities carried out, namely the Tri Dharma of Higher Education, teaching, researching and doing community service. These three dharmas need to be done by giving good performance or performance. With directed performance, the career as a lecturer will be more directed, the academic position level will be achieved, and lead to the highest academic position, namely as a professor.

Task performance includes the behavior of employees who are directly involved in the process of transforming inputs into outputs / goods / services produced by the company. In the case of higher education, educational services are products of higher education, and the teaching and learning process is the conversion of inputs into outputs. Task performance can be seen in the job description, where the parts that employees do (tasks, responsibilities, work) that are the core of a job are contained in it (Colquit LePine & Wesson, 2009). So that our duties as a lecturer can be carried out successfully and the University is helped in evaluating the lecturer's performance, namely by matching real achievements with his job description. This is one way of the achievement assessment process only, there are many other ways to assess lecturer achievement, including conducting teaching evaluations by students and assessments by colleagues).

Performance management is the process of defining, measuring, assessing, providing feedback and improving performance (Nelson & Quick, 2008). The process of managing this performance according to Schemerhorn, Osborn, Hunt and Uhl-bien (2011) is described as follows:
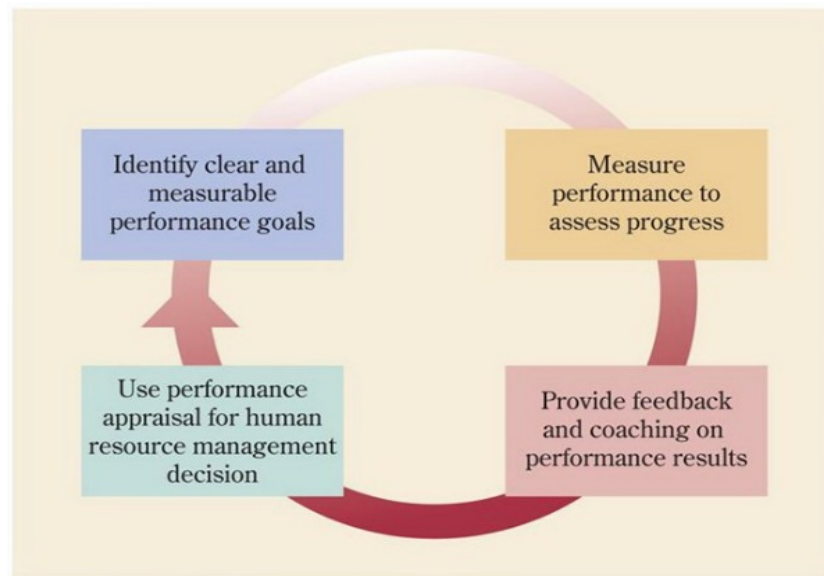
Source: Schermerhorn Hunt Osborn dan Uhl-Bien, 2011).
Figure 2: Performance Management Process

In the picture above, it is explained that the first step that companies should take to be able to manage employee performance well is to identify and determine measurable and clear performance goals. After employees do their work, the second step is to measure performance to assess/assess the progress achieved. Step three is to provide feedback and *coaching* for the employee's performance results and step four is to use the results of the performance appraisal for human capital management decisions. If applied to our work as a lecturer, we can set performance goals and communicate to students at the beginning of the semester using a clear RPS, and every time we start a lecture, objectives or learning objectives are given upfront. This is a reference for goals that must be achieved by students and later becomes an evaluation tool.

2.2 Leadership

The definition of leadership itself is written by many experts, including by Yukl who states that leadership is the use of power and influence to direct follower activities towards achieving goals (Yukl; 1998 in Colquit LePine & Wesson, 2009). In his own book, Yukl gives many definitions of Leadership. There are ten definitions from various experts that Yukl cites (from Hemphill & Coons, Katz & Kahn, Burns, Smirich & Morgan, Richard & Engle, Schein and others) that can be quoted among others : Leadership is (Yukl, 2011). :

a. Individual behavior is directed at group activities that lead to goals
b. Performed when people mobilize institutionally, politically and psychologically and from multiple sources to stimulate, bond and influence followers' motives
c. The process influences the activity of the organized group towards the achievement of goals.
d. The ability of individuals to influence, motivate and enable others to contribute to the effectiveness and success of the organization.

The above definition generally involves a process by which the intensified influence is released by a person to direct, structure and facilitate activities and relationships within a group or organization.

Power is the ability to influence the behavior of others and can generate resistance to unwanted influences (Colquit LePine & Wesson, 2009).

One of the jobs of a leader is to try to influence other parties to achieve the desired goals, in this case the goals are directed at achieving the goals and objectives of the university. To influence others there are several techniques that can be used. Influencing techniques can be done in various ways, among others, can be seen in the following figure:

In the picture below can be seen some influencing tactics and effectiveness which are divided into three, namely

a. The most effective: Rational persuasion; consultation, inspirational appeal; collaboration
b. Moderate effectiveness: *ingratiation*; exchange; personal appeal and praise
c. Less effective: pressure and coalitions
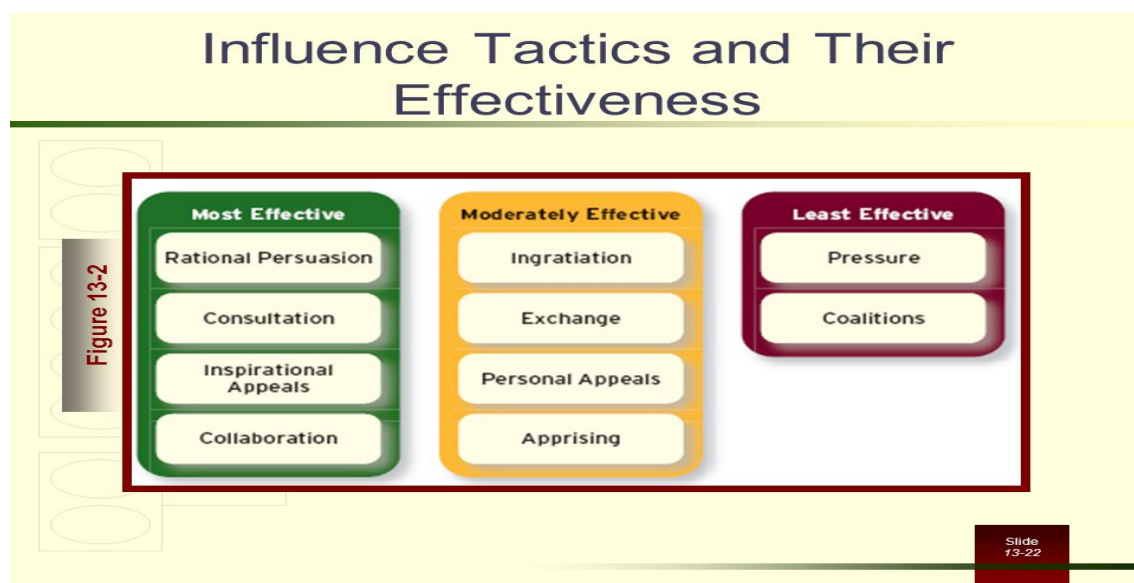
Source: Colquit, LePine& Wesson (2009)
Figure 3. Influencing Tactics and Their Effectiveness

There are three things that are the result of influencing efforts, including: *Engagement* / compliance, *Compliance* / meeting the rules and Resistant. Obeying means the target (in this case the person being influenced), agreeing and committing/doing what is asked. There is a change in attitude and behavior at the target who complies. Meeting the rules means that the affected target is willing to carry out the request but does it with *'indifference'*, not too eager to do it. The target only undergoes a change in behavior. While *Resistance*, means the target is opposite to the demand and tries to avoid not doing what we ask.
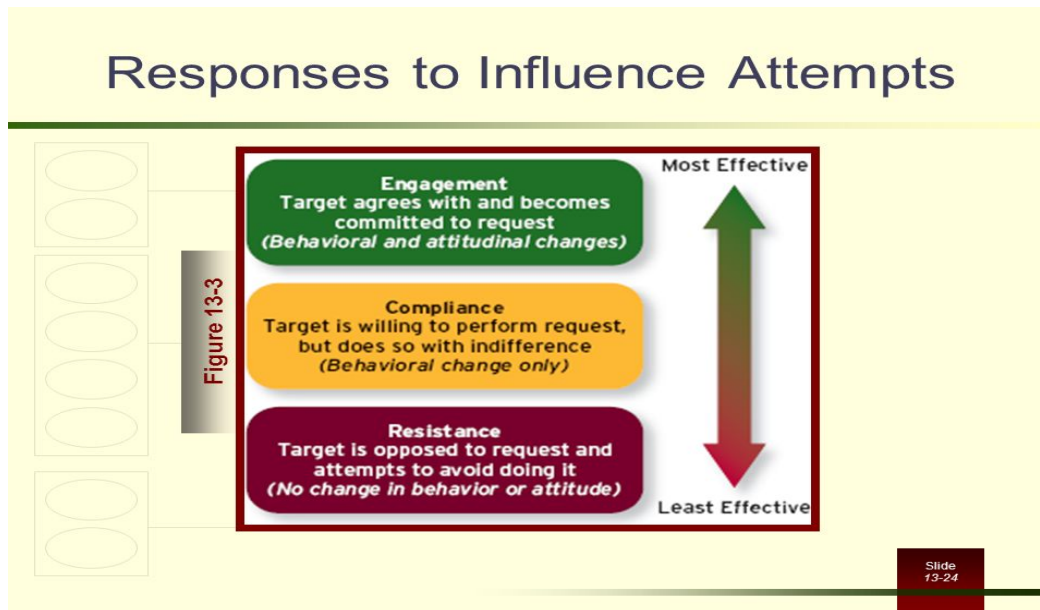
Source: Colquit, LePine& Wesson (2009)
**Gambar 4.** Response to influencing effort

2.3 Motivation

Ted X Laffayette stated that several ways to motivate students to learn, among others, are to use 5 ways as he stated below:

a. Free to choose. There are many learning activities for students to choose from. It accommodates different student learning styles. Students will love this, just as they are free to choose what food to buy in the cafeteria.

b. Collaboration, so that big work can be completed together and there is synergy within the working group.

c. Communication. Collaboration requires communication. Completing work requires critical thinking and creativity.

d. Thinking critically,

e. Creativeness. Students will be happy and motivated in learning when given the opportunity to be creative and use their creativity.

The new way of teaching has changed / shifted, from teacher centered to student centered where lecturers only become facilitators, not teaching but become mentors, coaches, inspire students. Teaching turns into tutorials, project projects, games designed to teach something, simulations and more.

Work motivation or motivation is defined as a set of energetic forces that originate either from within the employee or from outside the employee who initiates the work effort and determines its direction, intensity and persisten (Latham GP (2004), (CC Pinder (1998), and (Colquit LePine & Wesson, 2009), (Chandler, Coget &; Lau, 2009). Motivation is defined by Debra L Nelson & James C Quick (2008) as: the process of generating and maintaining behavior toward goal achievement. According Debra L Nelson & James C Quick (2008) further explain that most theories of motivation attempt to explain and predict observed behavior. According to Robbins and Judge (2008) more highlight the process of motivation, namely by defining motivation as "a process that considers individual intensity, direction and persistence of effort towards achieving goals". The motivational process is discussed by   Ivancevich, Konopaske and Matteson (2011) in the following figure:
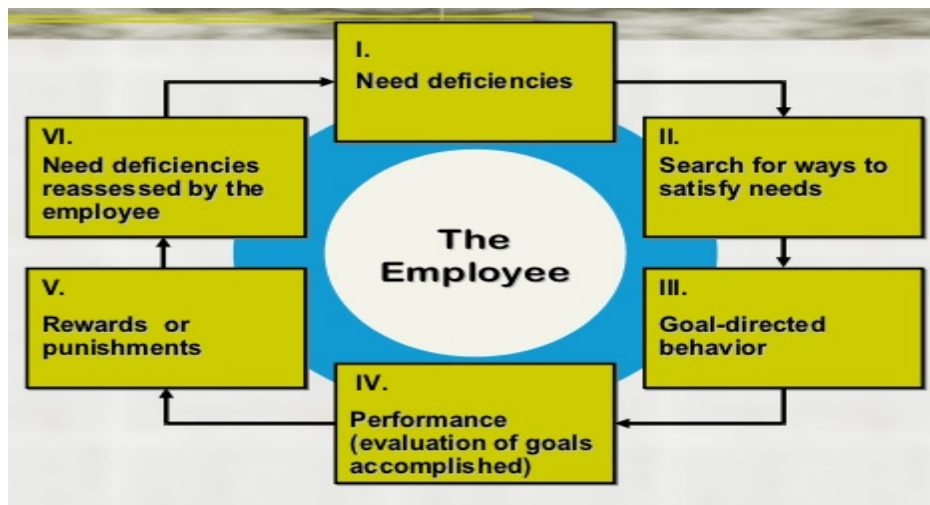
Source: Ivancevich, Konopaske dan Matteson; Organizational behavior and
Management (2011)
Figure 5. Proses Motivasi: Model Umum

Motivation arises because of a deficiency or non-fulfillment of a need. Needs will then cause efforts to find ways to be able to meet these needs and lead to goal-achieving behavior. After a performance, the next process is to evaluate the goals that have been achieved, which is also called performance. Then there is a reward / giving of prizes if the performance is in accordance with or above the standard, or punishment / punishment, if the performance is not in accordance with the expected performance. The next process, the employee reassesses his unmet needs. Thus, this process will repeat.

Motivation is a very important consideration because job performance is strongly influenced or is a function of two factors, namely motivation and ability (Colquit LePine & Wesson, 2009), While Newstorm and Davis (2002) added 4 factors that influence the process, namely the environment, opportunities, goals and incentives and abilities that affect one's performance in this motivation process.

Work motivation according to Shani, Chandler Coget and Lau (2009) is "A set of energetic forces that originate both from within and far outside the individual's existence, to initiate work-related behavior and determine its shape, direction, intention and duration.

3. Methods
This study uses a descriptive qualitative approach to literature that is carried out based on written works, including research results, both published and unpublished Embun, (2012). The data needed in this study were obtained from library sources or documents. According to (Zed, 2014), in library research, library research is not only for the initial step of preparing a research framework (research design) but at the same time utilizing library sources to obtain research data. Sources and methods of data collection in this study by taking data inliterature, reading, taking notes, and processing research materials and then analyzing them carefully and in depth in order to get results in accordance with the expected goals.Research with literature studies is also a research and can be categorized as a scientific work because data collection is carried out with a strategy in the form of a research methodology. The variable in this research is the study of literature which is non-

standard. The data obtained are poured into sub-chapters so as to answer the research problem formulation

4. Results and Discussion

The discussion of this research will be described systematically and sequentially as follows:

4.1 Performance:

As a lecturer who implements the Tri Dharma of Higher Education, the first step in implementing performance management is to determine what assignments will be carried out during this semester. This initial step, does not include deciding how many classes to teach, because it is the authority of the head of the study program, however, the lecturer plans what is the responsibility and under the authority of the lecturer, for example planning the number and type of research that the lecturer will carry out, and determining the form of community service.

The second step is to measure performance. This is the task of the University's HR department that will evaluate or appraise the performance of lecturers. For lecturers who have received certification, this evaluation is carried out by making BKD which will be submitted to Kopertis. For lecturers who teach in class, evaluation is carried out in various forms, including making UTS, UAS and independent assignment questions. In addition to making questions, lecturers also have the authority to determine the composition of assessments for the three evaluation activities, for example UTS weighs 30%, UAS 30% and student independent assignments with a weight of 40% to emphasize mastery of competencies, with many providing evaluations in the form of Paper / scientific paper assignments.

Step three is to provide feedback and coaching for the next step. The lecturer in class shares the results of exams and assignments/homework that have been assessed. Coaching can be given with a question and answer session outside the classroom / giving material. This facility is given to students who need further self-development or to provide an explanation, why students get certain grades. It also teaches democracy to students that they deserve to know the judgments made for their work. For lecturers as employees, the HR department will conduct evaluations, not only in the form of teaching evaluations carried out by students to lecturers, but also superior assessments, in this case the head of the study program to lecturers, the dean to the head of the study program and colleagues.

In the end, the results of job performance assessments are used for academic promotions, promotions, salary increases or incentives and bonuses. For our students, the evaluation results they get become a value in the calculation of the academic achievement index.

4.2 Leadership:

A lecturer is a leader in the classroom. Its existence determines the direction and competencies that will be mastered by students, which among others will be outlined in learning objectives / RPS. Lecturers as leaders can determine the passing grade / graduation limit, what competencies must be mastered by determining the academic activities to be carried out, and determine how to teach and learn, by determining what learning activities will be carried out by students, classes or labs, how much each percentage is and so on

As a lecturer, lecturers lead classes to influence students, motivate students and enable them to master the prescribed theories or competencies that have been determined in certain courses so that students can complete their assignments and graduate in the courses taught.

A lecturer has the power to determine, what sources or teaching materials will be used by students, where these sources are obtained, and how the transfer of knowledge is carried out.

The secret to a leader's success is self-awareness, which is being aware of one's natural internal aspects such as personality traits, emotions, values, attitudes and perceptions, and appreciating the way your patterns affect others (Daft, 2015). In general, people with high achievers characteristics are people with similar characteristics, namely when faced with failures and obstacles they evaluate themselves as much as possible to challenge their own beliefs, biases and assumptions, (Daft, 2015). So as a lecturer who leads (teaching colleagues and admins), leads yourself, or leads the class, you can do self-awareness and evaluate yourself as often as possible, evaluate what has been done and what improvements can be made in the next session.   Similarly, when facing obstacles in the task. Self-evaluation and changing values, values and attitudes that can reduce the ability to achieve goals.

As a leader (in the classroom), self-leadership strategies will be very useful for a lecturer. Self leadership is the process of influencing a person to set a self-direction, self-motivation to carry out a task. This self-leadership strategy has several elements, namely: (McShane & Glinow; 2015) : (1) Self goal setting. This self-setting goal setting is the first step in establishing our work efforts.

We think about this goal for ourselves, and should refer to the lecturer's workload. Make an activity proposal which is then approved by the Head of Study Program. Of course, activities as a lecturer must involve three things, education / teaching, research and community service; (2) Constructive thinking patterns. An employee will be more motivated and better prepared to carry out his duties if he thinks positively. This positive thinking can be done by directing yourself to positive 'self talk'. In general, we often talk to ourselves (now many people talk on the wall / wall on facebook... Instagram... blogs... vlogs) But often we get caught up in complaining activities that are negative self-talk. Stop negative self talk because it will reduce our confidence and potential to carry out tasks. So, from now on, do positive self talk, for example by motivating yourself; (3) Design a natural award. That is by making our task more motivating by finding ways to be able to complete the task; (4) Self-monitoring. Self-monitoring is the process of setting yourself on track of progress toward goals using feedback. Feedback done by creating your own system will be much more motivating than feedback obtained from others; (5) Self-reinforcement. Self-reinforcement is done by providing self-reinforcement after the task is completed. Suppose the trick is, after we do a job that we don't like, reward ourselves by doing a job that we like, or we can take a break after doing a task that we don't like. Or, allow yourself to surf online looking for information that is useful for your work, after you finish making a difficult work report.

 A lecturer who is an expert in his field, usually successfully uses this power, namely with the competence he has he can convince students to trust the lectures given. With his expertise, this lecturer can persuade students to listen to lectures or lectures given. With their expertise, students believe in the knowledge taught.

Rational persuasion means influencing followers by persuasion using rational means. Schermerhorn Hunt, Osborn and Uhl Bien (2011) define rational persuasion as "the

ability to control the behavior of others through individual effort, a person accepting the goals offered with pleasure and a rational way to achieve them. Such leaders use logic and evidence to convince their followers. A lecturer who is an expert in his field, usually successfully uses this power, namely with the competence he has he can convince students to trust the lectures given. With his expertise, this lecturer can persuade students to listen to lectures or lectures given. With their expertise, students believe in the knowledge taught.

Consultation is a way of influencing that is done by listening to the ideas of the person to be influenced. For example, it will be applied in class, so that students are happy to carry out what we will assign by communicating, listening to ideas about what way they like to do the task.

Inspirational appeal is a way of influencing by becoming someone who can inspire with actions and activities that have been successfully carried out. For example, the lecturer becomes an exemplary lecturer at the national level, a champion in a scientific paper writing competition or even achieves not in the academic field, but can be a source of inspiration for students for their success in the future by making lecturers some examples / examples.

Collaboration is a relationship of goals where all parties strategically choose to work together to achieve common or overlapping goals. By collaborating, for example between faculties, synergy will be achieved. The strength of two or more faculties will encourage and fill each other so that work will be done faster and more qualified. For example, FEB Management lecturers collaborate with lecturers from the Faculty of Informatics Engineering, in community service activities. Management lecturers provide material on the use of waste waste so that it is economically valuable and increases household income, while informatics engineering lecturers help make table tables and payment / savings systems with waste (waste sales proceeds), while Accounting lecturers help with the calculation formula so that the system can be made by informatics engineering lecturers. And student collaboration between faculties for KKN activities for example, or other activities in joint research ranges. With collaboration, students are influenced to explain what they want to do, or achieve the desired competencies, by working together.

How to influence moderately enough can be done by a leader as follows: Ingratiation, exchange, personal appeals, and apprising. Ingratiation is done by ingratiatory doing something good for the affected person in the hope that they will feel indebted and feel the need to do the same good that the ingratiator wants. Exchange is a persuading tactic that involves making explicit or implicit promises that others will receive tangible rewards or benefits if they comply with requests or remind others of favors that must be reciprocated. Personal appeals are tactic through adhering others to their requests by making requests for "special favors" or relying on interpersonal relationships to influence their behavior. Apprising is an influencing tactic that is done by informing or advising people who will be influenced with information that if they do what is advised, then the affected person will get benefits such as improving their career.

The ways of influencing that are not recommended because they are considered hard ways and the level of compliance obtained is low and less effective are twofold, namely pressure and coalition. Pressure according to Robbins and Judge (2008) used by means of warning, repeated requests and threatening. Nelson and Quick (2008) add that pressure uses intimidation techniques to convince the target to obey or obey our requests. While the coalition is done by asking for the help of other parties to persuade the target or use the support of others so that the target agrees.

A class leader, who strives to motivate himself to do his best work, there are several things to learn: (1) Be genuinely interested in others; (2) Smile; (3) Remember that a person's name is the sweetest and most important sound in any language; (4) Be a good listener. Encourage others to talk about themselves; (5) Speak in terms of the interests of others; (6) Make others feel important—and do it sincerely (Dale Carnegia Indonesia, 2017).

As a leader, a leader or lecturer, it is required to generate engagement on the influence that we work on the target, namely students. But as lecturers, although we can be considered class leaders, the nature of lecturer leadership is slightly different. Lecturers lead students to be able to provide direction on the material to be transferred, as well as lecturers are 'servants' / facilitators for student learning. The influence that we do has a positive influence on students on teaching materials, and makes students encouraged to learn further and look for more teaching material resources than just those distributed in class.

4.3 Motivation:

A lecturer who has high work motivation will determine the direction, intention and set of energetic strength to carry out the task of teaching, researching and serving the community with confidence in accordance with the demands of the lecturer's workload and student competence as the main goal. Lecturers must be able to motivate themselves so that in class they can motivate students to learn more about their knowledge. It is expected that students will not only rely on the material delivered by lecturers in class, but are motivated to look for learning resources that are widely available outside. With existing technology, students are allowed to access e-books, research research and journals published online and webinars that can help students understand further. Therefore, as a lecturer, you must be more motivated to do that before meeting students face to face. Reading books is no longer enough as a teaching lecturer's capital. If access to such information is not mastered, and lecturers are not motivated to find as much teaching material and as creative as possible, then it may be that one day the class will be abandoned, or, students are in place (because of the obligation to be absent only) but their minds are elsewhere. Or it could be that lecturers will face sleepy and red-eyed students in class blankly because at night they have exhausted their energy to surf in cyberspace, I don't know what is accessed, while attending class is just an empty body with no ideas and tired. For this reason, in addition to having to motivate themselves first, lecturers must also master various motivational techniques that we can apply to our students. One way is to start a lecture using ice breaking or doing ice breaking or giving jokes / jokes / humor as appropriate, in the middle of the lecture so that students are literate again and the learning curve rises again. (Sure The jokes delivered must also meet the rules of education, not adult jokes that are in appropriate in class). Some tips for motivating students can be tried to apply (University of Nebraska_lIncoln): (1) As much as possible, memorize the student's name and use/call his name as often as possible; (2) Teaching must be planned, do not come to class without a plan (without learning and preparing what will be taught); (3) Pay attention to what your students' strengths and weaknesses are. Praise/reward their strengths and strengthen/improve their weaknesses; (4) The U-shape of the class promotes interaction between students, if possible, organize the class using this model; (5) Vary our instructional teaching strategies. Use lectures, demonstrations, discussions, case studies, group work and more; (6) Review learning objectives with our students. Invite students to know what they should know, do,

understand and so on; (7) Move throughout the room when you teach, not just sit behind a desk; (8) Make your class relevant to students' lives/needs and connect with the world around them; (9) Be an expressive lecturer. Give your smile. (Ofcourse it is not comfortable for students if during teaching you are more often sullen); (10) Speak enthusiastically, vary the speed of speech, the volume of the voice and put stress on the words you want to emphasize. Lectures delivered in a monotonous way will easily make students sleepy; (11) Give many examples; (12) Encourage students to share their ideas and leave comments, even if they are not correct. You won't know what students don't understand, unless you ask them; (13) Manage eye contact and move to students while interacting with them. Nod as a sign that you are listening to them; (14) Provide opportunities for them to speak in front of the class; (15) Set aside time before class starts, during breaks, or after class for students who will visit/discuss something; (16) Return assignments and tests to students as soon as possible after inspection. Provide constructive feedback; (17) Be consistent in your treatment of all students; (18) Make sure that the exam you make is in accordance with the material / current, valid and reliable. Associate your exam with the purpose of the lecture, (19) Plan the course material with a cycle of 15-20 minutes. Students will find it difficult to manage attention after a longer period of study; (20) Involve students in your learning. Ask for feedback.

Some campuses can propose to motivate by giving gifts such as stickers, chocolates, small things that can be given if students can answer our questions. There is also a proposal to vary the lecture material by watching movies and reading novels related to the material (for example for leadership courses). Those are some ideas to be able to motivate students.

According to Yusrin Ahmad Tosepu, 2018, the best educator is one who advocates not dogates, and inspires his audience in the hope of teaching themselves. With the development of the industrial revolution 4.0, lecturers in universities (PT) play a very important and very strategic role. Facing the era of the industrial revolution 4.0 or often referred to as the era of digitalization, an educator or lecturer must be able to adapt to technological advances. Producing undergraduate graduates who have high competitiveness and are ready to compete requires lecturers who have strong core competencies, have soft skills, critical thinking, creative, communicative and are able to collaborate well with students. Lecturers are required to innovate in order to increase their productivity as teachers or educators. Lecturers must be able to adjust by presenting a variety of technology-based learning. Lecturers can create application-based learning, games or other visuals, not only writing in the form of power points but can also be transferred to digital content.

Learning patterns must be able to follow technological developments so as to produce highly competitive graduates. Lecturers also play a role in spreading passion and inspiring students and being friends with students, role models and characters. The tendency of today's students or so-called today's students likes interesting and fun visual learning. Lecturers can use learning with video in delivering material so that students are more interested and enthusiastic to follow the learning process. Therefore, lecturers are required to follow the core competency program in accordance with the needs of the industrial revolution 4.0, namely making an innovation in their learning.

5. Conclusion

Teaching in the Digital Age is very dependent on the views of human resources who will carry it out. Basically, the development of technology can benefit both lecturers and

students, and is useful for preparing students to be able to enter the world of work in the digital era. However, our readiness, ownership of technology with a large enough investment and the possibility on the other hand students still need to learn by 'story telling' makes lecturers as class leaders need to prepare methods and teaching materials according to needs.

Lecturers can also be wise in recognizing the condition of students and classes in this digital era. And not a few students know better or know more about the material to be taught than the teacher is alone. A lecturer must make changes in teaching students in this digital era, at least changes that start from the lecturer himself.

Learning methods that are applied and good and fun will produce graduates who have good character as well. Teaching lecturers do not only stop at students, can only explain the material that lecturers explain in the realm of knowledge but must also be able to attach to the level of action as a result of mastering the transfer of knowledge given by lecturers.

References

Colquit LePine & Wesson. (2009). Organizational Behavior: Improving Performance and Commitment in the Workplace; McGraw-Hill Book Co, New York

Dale, Carnegie Indonesia. (2017). Riset: Hanya 25% Millenial yang Totalitas pada Pekerjaan. http://www.dalecarnegie.co.id. Diakses 17 Agustus 2023.

Debra L Nelson & james C Quick. (2008). Understanding Organizational Behavior; 3rd edition; Thompson South Western, Mason.

Embun, B. (2012). Banjir Embun. Retrieved from Penelitian Kepustakaan: http://banjirembun.blogspot.co.id/2012/04/penelitian -kepustakaan.html

Gary A. Yukl. (1998). Kepemimpinan Dalam Organisasi. Jakarta: Prenhallindo

Gary A. Yukl. (2011). Leadership in Organization; 7th edition; Pearson International Edition, New Jersey

John R Schemerhorn, James G Hunt, Richard N Osborn, Mary Uhl Bien. (2011). Organizational Behavior.11th edition. John Wiley and Sons, Inc; Pennsylvania.

John M Ivancevic, Robert Konopaske, Michael T Matteson. (2011) Organizational Behavior and Management; McGraw-Hill Book co; New York

Stephen P Robbins dan Timothy Judge. (2008). Essentials of Organizational Behavior, 9th edition. Pearson International Edition, New Jersey.

John Newstorm dan Keith Davis. (2002). Organizational Behavior: Human behavior at work, 11th edition. McGraw-Hill Book co; New York

Latham, G. P. (2004)"The motivational benefits of goal-setting". The Academy of Management Executive, Vol. 18, No. 4, hlm: 126-129.

Pinder, C.C. (1998). Work motivation: Theory, Issues and Applications. Illinois: Scoff, Foresmen and Company.

A B Shani, Dawn Chandler, Jean Francois Goget, James B Lau. (2009). Behavior in Organization; An experiential approach;9th edition, McGraw-Hill Book Co, New York

Stephen L McShane & Mary Ann Von Glinow (2015) Organizational Behavior: Emerging knowledge, global realty

Richard L Daft. (2015). The Leadership Experience. 6th edition; CENGAGE Learning, Stamford.

Stephen L McShane & Mary Ann Von Glinow. (2015). Organizational Behavior: Emerging knowledge, global realty, 7th edition¸ McGraw-Hill Book co; New York.

Yusrin Ahmad Tosepu. (2018). Dosen, Mahasiswa dan pembelajaran kekinian, LSPI.
Zed, M. (2014). Metode Penelitian Kepustakaan. Jakarta: Yayasan Obor Indonesia.
http://www.bareksa.com/id/text/2016/11/16/infografik-jumlah-sim-card-di-indonesia-melebihi-jumlah-penduduk/14296/news
https://www.techinasia.com/indonesia-web-mobile-statistics-we-are-social
https://www.youtube.com/watch?v=UCFg9bcW7Bk
http://www.unl.edu/gradstudies/current/teaching/motivating