

Lecturer's Pedagogic Competence for Building Transformation Character Education of English Language Learning From 4.0 to the industrial Revolution Era 5.0

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Abstract

The focus of this research is (1) how are the pedagogical competencies that lecturers must have in the Industrial Revolution 4.0 to 5.0 era to shape student character in learning English (2) how lecturers instill character education in the Industrial Revolution 4.0 to 5.0 era of learning English (3) how are the efforts of lecturers in the era of the industrial revolution 4.0 towards 5.0 to overcome obstacles to instilling character education in learning English. The population of this research was five English lecturers as a sample for Syariah Faculty at the state of Islamic University of Fatmawati Sukarno Bengkulu and this research also used the totality sampling. The Collecting data of this research used the triangulation namely, observation, Interview and documentation. Analysis of the data based on Miles and Huberman's theory were reduction, display and conclusion-verification. The results of this research showed that, (1) The pedagogic competencies that must be possessed by lecturers in the era of the industrial revolution 4.0 to 5.0 to shape student character in learning English, namely lecturers are able to integrate character education values when preparing teaching plans and syllabus based on Internet Things, preparing teaching materials based on virtual/augmented reality, applying Artificial Intelligence-based learning. (2) lecturers must be able to instill character education in learning English in the era of the industrial revolution 4.0 towards 5.0 by incorporating religious character values, morals, responsibility and discipline in the learning process and implementing habits on campus that support the formation of 4C-based characters (creativity), critical thinking, communication and collaboration) in the era of society 4.0 towards 5.0. (3) Efforts to make agreements between lecturers, students, and student families to provide a deterrent effect to students who violate the rules during learning takes place.

Keywords: *pedagogic competence; character education; industrial revolution 4.0 and 5.0; era of society*

INTRODUCTION

The development of globalization is so complex that it provides a detailed understanding of the perspective of educational pedagogical competence; global pressures both digitally and technologically progress have a major impact on motivation to find a balance in educational development, digitalization of education and global thinking which is the fundamental basis for creating breakthrough thinking that is more innovative so that it will have the effect of changing educational pedagogic competencies that are more rational for global developments. Based on (ACT OF THE REPUBLIC OF INDONESIA NUMBER 14 YEAR 2005 CONCERNING TEACHERS AND LECTURERS, 2005) concerning teachers and lecturers Article 10 Paragraph (1) What is meant by pedagogic competence is the ability to manage student learning. What is meant by personality

competence is the ability of a strong personality, noble, wise, and authoritative as well as being a role model for students. What is meant by professional competence is the ability to master the subject matter broadly and deeply. The implementation of pedagogics, personality competencies, and professional competencies is in fact still largely unrealized, even though the education budget in Indonesia has reached a quite fantastic figure. The amount of funds for education does not have a significant impact on improving the quality of education in Indonesia even though most of the education funds are intended to pay teacher salaries and allowances so that teacher income has increased quite large, teacher income should be large enough to have a positive impact on improving the quality of education. In Indonesia, in fact, education in Indonesia is still in poor condition. Based on the UNESCO report in the 2016 Global Education Monitoring (GEM) report, education in Indonesia is only ranked 10th out of 14 developing countries.

In fact, the size of the education budget in Indonesia cannot be said to be able to guarantee an increase in the quality of education. (Sharif, Y, 2021) states that the quality of teachers in Indonesia is still problematic as evidenced by the results of the 2015 Teacher Competency Test (UKG), the national average is only 44.4 which is far below the standard value of 75. Even pedagogic competence, which is the main competency of teachers nor is it encouraging, but the phenomenon of low pedagogical competence does not only occur at the teacher level but also occurs at university lecturers. Lecturer competence really requires pedagogic competence which is clearly illustrated in Law No. 14 of 2005 article 10 concerning teachers and lecturers, so improving the quality of education for students and higher education is also determined by the quality of pedagogic competence. With good pedagogic mastery and understanding, it will be one of the solutions to overcome the decline of education in Indonesia. Seven aspects of pedagogical competency that should be well mastered by lecturers in tertiary institutions, namely; 1. Mastering the characteristics of students, 2. Mastering Learning Theory and Principles of Educational Learning, 3. Curriculum Development, 4. Educational learning activities, 5. Developing the potential of students, 6. Communication with students, 7. Assessment and evaluation. (Admin of Lecturer World, 2016). Basically the implementation of lecturers' pedagogic competencies in the field tends to be improved so that the implementation is only limited to discourse. The neglect of pedagogical competence is strengthened by some teaching lecturers who still aim at lecturer-learning centered and are also supported by the many lecturer teaching methods in the form of lecture methods which are still monotonous, resulting in student boredom. Drastic global developments have had a major influence on the development of research research in academic circles, but recently a new phenomenon has occurred, namely the declining interest of lecturers to conduct scientific research in their scientific fields. Even if there is a majority of lecturers, they tend to only achieve credit points as one of the requirements for promotion. Then the condition of the academic world will get worse so that many lecturers pay less attention to increasing their competence for the development of their scientific abilities, including the decline in the development of pedagogic competencies. The undeveloped pedagogical competence of lecturers will provide a great opportunity for the development of ideas that think that the main task of the lecturer is only to convey scientific knowledge to students. This new paradigm will continue to develop in the campus environment if it is not immediately prevented, therefore the government and experts immediately provide the best solution to overcome these phenomena. This problem will encourage lecturers to forget themselves as educators in a broad sense, meaning the neglect of knowledge, mentality, creativity, way of thinking and behavior as a lecturer who has the ability to develop pedagogic competence. In terms of rationally the main task of the lecturer can only be done if the lecturer concerned has good competence. There are four

competencies that must be possessed by lecturers, namely pedagogic, social and professional competencies (Greek, W, 2016).

The flexibility of the teaching system is neglected by the lecturers so that pedagogic competence becomes a burden that must be borne by the lecturers, for that there is a need for a flexible teaching management system so that lecturers can be more creative to create new innovations in the field of teaching. The development of pedagogic competence of lecturers is developing slowly which could be due to the inability of the lecturers to create a critical atmosphere when teaching so that teaching is only limited to giving assignments to students without having to have a major impact on the development of critical thinking in students. This kind of teaching system can be used as a factor in the lack of interaction and communication between lecturers and students. This can have a negative impact on the world of education, especially for the development of lecturers' pedagogic competencies. As a result of the low pedagogic competence of lecturers, of course, it also has an impact on the low character development needed in the 4.0 era towards Industrial Revolution 5.0. Lecturers who have low pedagogic competence will certainly find it difficult to accept changes, especially changes globally where the current era of education is an era of digitalization that continues to move dynamically from the current Alpha Zone AI 4.0 era to the era of the awakening of society 5.0. If the quality of the pedagogic competence of our lecturers is still weak, then education will automatically be increasingly difficult to develop, so inevitably the pedagogic competence of lecturers must be immediately improved to balance the development of the era of the rise of society 5.0 because this is one of the basic foundations for developing Indonesian education that is competitively global in the international world.

The era of the industrial revolution 4.0 towards 5.0 had the impact of major changes in the world of education, especially the influence of the digitalization system which globally gave a strong impetus to the assimilation process of pedagogical education culture and the habit of using technology as a necessity. In fact, almost every educational institution, both elementary and tertiary level, utilizes digital technology in online, blended and hybrid learning processes, completing various student assignments, and increasing lecturer competency in this century, cannot be separated from the flow of information and technology developments. Facing these challenges, lecturers as one of the actors in the world of education are required to be ready to change and adapt to technology. The role of lecturers in the industrial revolution 4.0 towards 5.0 will not be replaced by artificial intelligence systems or even super-sophisticated machines. Because lecturers are still very much needed in the process of forming character, character, tolerance and good values, then the role of the lecturer is when fostering social empathy, building student imagination and creativity, and forming a humanist sense of technological development. The role of lecturers in the industrial revolution 4.0 towards 5.0 will not be replaced by artificial intelligence systems or even super-sophisticated machines. This is because lecturers are still very much needed in the process of forming character, manners, tolerance and good values, then the role of the lecturer is in cultivating social empathy, building student imagination and creativity, and forming a humanist sense of technological development. The assimilation of technology culture and lecturer pedagogy is a solid unit for building student character but of course it must be balanced with the development of quality human resources, especially the pedagogical competencies possessed by lecturers, so that lecturers are expected to be able to become agents of transformation strengthening human resources to shape student character and building the talents of students, managing the world of education at this time is also required to be able to

equip students with the skills of the 4.0 to 5.0 industrial revolution century. Including student skills that are able to think critically and solve problems, creative and innovative, communication and collaboration skills. then from a different perspective, lecturers must be able to develop their skills in finding, managing and conveying information as well as being skilled in using technology and information. The skills that must be possessed in the current industrial revolution 4.0 to 5.0 are: Leadership, Digital Literacy, Communication, Emotional Intelligence, Entrepreneurship, Global Citizenship, Problem Solving, team work. Meanwhile, the three issues of education in Indonesia today are character education, vocational education, and innovation. All phenomena that occurred in the 4.0 to 5.0 industrial revolution era currently provide inspiration for research to carry out research entitled "Lecturer Pedagogic Competence for Building Character Education Transformation of English Learning from Era 4.0 to Industrial Revolution Era 5.0"

LITERATURE REVIEW

1. Pedagogic Competence and digital technology

Knowledge of pedagogy is knowledge that will support understanding of teaching and learning processes both in theory and in its implementation, pedagogical competence is the concept and method used by lecturers to teach their students. Meanwhile, pedagogy in more general terms means the skills or abilities of educators to be able to organize and manage the learning process. Pedagogic competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials (Mulyasa, 2012). Etymologically, pedagogic is a word itself derived from ancient Greek, which means guiding children. Formerly in Ancient Greece pedagogy was usually used for slaves watching over their master's children. Including supervising the child's education, delivering to school and being responsible as a nanny. But on the other hand there are those who argue that pedagogy comes from the Greek, namely *paedos* and *agogos*. What are *paedos* and *agogos*? If interpreted *paedos* means boy, while *agogos* means accompanying, educating and guiding. So if interpreted in a certain sense, pedagogy is an expert who delivers or guides someone to achieve certain goals. According to (Hoogveld, 2018) defines pedagogy as a science that studies the problem of guiding children to achieve certain goals. So that one day as an adult can complete the task of his life. Digital development certainly has a very significant influence on the development of pedagogy both in terms of methods, techniques and even strategies for that, mastery of digital-based pedagogy really needs to be developed to find some new innovations in the teaching system. Pedagogy that is able to adapt to digital developments is a fusion of conventional pedagogy with digitalization. These two basic components unite a new innovation system in teaching so that it can provide a different teaching feel that is adapted to the times. (Langeveld, M.J, 1980) Pedagogic has two terms, namely pedagogic and pedagogy. Pedagogic focuses on the science of education, whether it's about thinking or contemplating in the world of education. Meanwhile, pedagogy focuses more on practical, applicative practices that still have something to do with the world of education. For example, guiding children, guiding children to practice/practice and much more. Globalization, digitalization and modern civilization based on Artificial Intelligence (AI) are the development era of the 4.0 industrial revolution which continues to develop towards the 5.0 industrial revolution era, therefore the 21st century is the development of information technology faster, in just seconds information can be received easily. The development of the world of education is also increasingly advanced, a teacher or lecturer must be able to keep

up with the demands of the times, namely merging conventional pedagogical views with digitalization so as to produce new innovations, namely digitalized pedagogy which still upholds the essence of pedagogy as the basis of educational knowledge. Lecturers or teachers do not just provide conventional subject matter, but a teacher must be able to use technology as a medium in learning. A teacher must be creative and innovative in designing learning, especially using technology. The form and implementation of digital pedagogic learning is proven in virtual learning so that lecturers and teachers can master technology and optimize the ability to deliver learning, so that learning activities are achieved ideally and optimally. Digital development is a strong impetus to add new knowledge, especially about digital pedagogy, so this competency is very important for lecturers or teachers to have and develop, namely digital pedagogic competence and digital literacy. It must be realized together how important this competency is in improving the performance of lecturers and teachers. Based on the phenomena that occur, we can conclude in a simple way about the role of digital pedagogy and digital literacy in improving the performance of lecturers and teachers: (1) If the pedagogical competence and literacy of lecturers/teachers show low mastery, the teacher's performance will also be low; (2) If pedagogic competence increases, the performance of lecturers/teachers will also increase; (3) If the teacher's literacy increases, the performance of the lecturer/teacher will also increase. It can be concluded that the pedagogic competence and literacy of lecturers/teachers have a positive and significant impact on the performance of lecturers/teachers to develop and innovate in developing pedagogy. The transition of civilization by changing habits that have been carried out for a long time is not an easy thing, so it requires a process of deep understanding of technology. An extraordinary culture shock must have occurred when the conventional face-to-face learning system was transferred to an online learning system, making us all aware of the importance of using information technology in education. To achieve learning goals and targets, this model learning system requires digital skills and skills for lecturers and teachers as well as students. With the existence of digital technology, it can influence and shape interaction patterns that were originally personal to become more impersonal. Even digital technology can also eliminate social strata, age, culture, region and language barriers, where the boundaries between users and digital technology make relationships between humans more equal. Human communication with the digital world is increasingly intense, this provides many benefits as well as challenges. In the digital era, the development of pedagogy will certainly get new findings, especially the formation of various extraordinary children's characters and abilities, because the rapid development of technology makes students learn more easily and quickly. As a lecturer/teacher, you cannot lose quickly to the participants, so the lecturer/teacher must be updated with current technological developments. Proficiency in digital media is one of the pedagogic competencies that must be possessed by lecturers/teachers. lecturers/teachers must be able to utilize and use communication and information technology functionally and incorporate it into learning. Someone whose life always follows the times and is up-to-date on digital technology never stops learning, and always provides the time, mind, and energy to understand it. That's what teachers should do, which is "never stop learning".

2. Transformation Character Education for Industry revolution 4.0 to 5.0

Factually, digital dynamics certainly has a very significant influence on the development of educational institutions where the era of the industrial revolution 4.0 must be aware of the

emergence of learning style trends in students. There are at least 9 trends: first, learning can be done anywhere and anytime; Second, education is personal and individual for students; third, students feel entitled to choose the field of learning they want; fourth, students prefer project-based learning; fifth, students prefer learning through experience; sixth, students prefer their data and findings; seventh, students do not like material that is not relevant to them; eighth, students want their opinions to be valued; nine, students are more independent and happy with their own learning methods, (Fisk, P, 2017). In this context, upholding character values is very important so that students are not cultivated individually, and respect for humanity is not judged only as a function. Multi-dimensional functional character education is the introduction of human values, appreciation, development potential, and remembering the ultimate goal of life, which is to glorify God. In the current era of disruption, the world of education is required to be able to equip students with 21- century skills. These skills include leadership, digital literacy, communication, emotional intelligence, problem-solving, entrepreneurship, global citizenship, and teamwork. So it is necessary for teachers to have strong core competencies, namely: critical thinking, creative, adaptive to technology, communicative, and collaborative. In addition, teachers must be able to build an atmosphere that meets students' psychological needs, which include: competency needs, autonomy needs, and trust. Today's digital kids perceive ICT as something akin to oxygen; they expect it, it's what they breathe, and it's how they live (Brown, H. Douglas, 2001). Some of the characteristics that accompany this generation according to him are: They like to be in control, such as choices, they are group and social oriented, inclusive, digital users who are trained in technology, think differently, they are more likely to take risks, and they value time off because they see life as something uncertain. The digital revolution is changing our work, our organizations and our routines. Furthermore, this condition changes the way children and adolescents play, access information, communicate with each other, and learn, the presence of students in the digital era with the emergence of information technology developments requires a different learning approach. Today's students are active learners not as spectators. So, they need an open dialogue not only to understand what, or how, but also to be able to answer why and derive meaning. This is where dialogue and interaction between students and lecturers/teachers are needed in determining the true value of life.

Based on the education system instilling values according to the nation's culture with the components: Cognitive, Affective and Psychomotor into one unit, it also improves student intelligence holistically, namely on intelligence IQ, EQ and SQ, and SQ is the basis for functioning IQ and EQ effectively to reach the maximum point. Where this has been formulated in the National Character Development Policy for the Year 2010-2025, states that character is an integration of 4 parts, namely: 1. Exercise the heart, in exercising the heart there are character values, feelings, attitudes, beliefs/faith; 2. Thought is related to the process of reasoning to assess and use knowledge critically, creatively and innovatively; 3. Sports, in sports there is a process of perception, readiness, imitation, manipulation, creation of new activities accompanied by sportsmanship; 4. The exercise of taste and intention is related to will and creativity, which is reflected in caring, imagery and the creation of novelty.

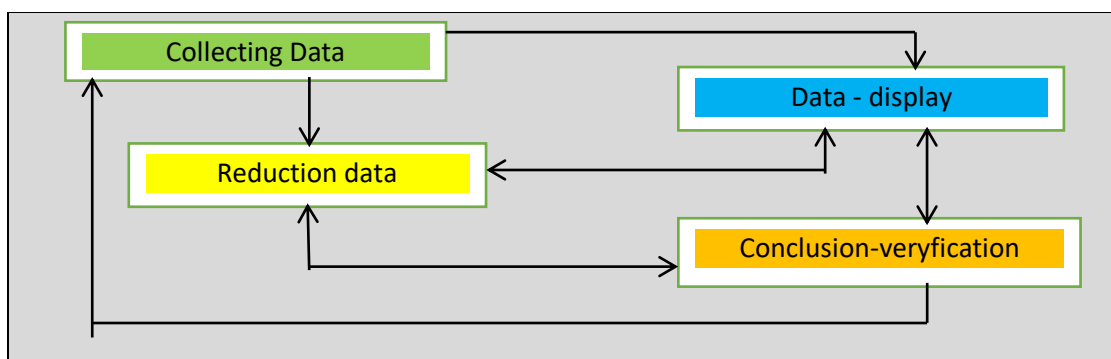
Transformed character education forms a unified whole between character and technology. These two elements make a major contribution to the formation of a sustainable educational character towards the era of the industrial revolution 4.0 towards 5.0. Technology has an impact in various sectors, including education. With digitalization, it

makes the learning and teaching process even easier. The government has launched the Free-learning platform which is expected to be able to improve the quality of education in the era of the industrial revolution 4.0 leading to the era of society 5.0. The development of technology is so rapid without a time limit that can determine it, so that it forces humans to be able to keep up. This technological transformation in the education sector is the government's effort to overcome the learning crisis that is occurring and as a result of the world's impact on teaching and learning activities. By combining technology support and the education system, it is expected to be able to improve the quality of learning in Indonesia. The development of the era has made the world today have to prepare for the 5.0 revolution which forces us to face fundamental changes including the way we live, work and relate to one another. The era of the 5.0 revolution is actually not a new thing, considering that we are currently in the industrial 4.0 phase where collaboration between humans and technology is slowly starting to be implemented. In the 5.0 era concept, industry is starting to touch the virtual world, in the form of human, machine and data connectivity. One of the unique characteristics of industry 5.0 is the start of using the Internet of Thing (IoT), and also the application of artificial intelligence or Artificial Intelligence (AI).

METHOD

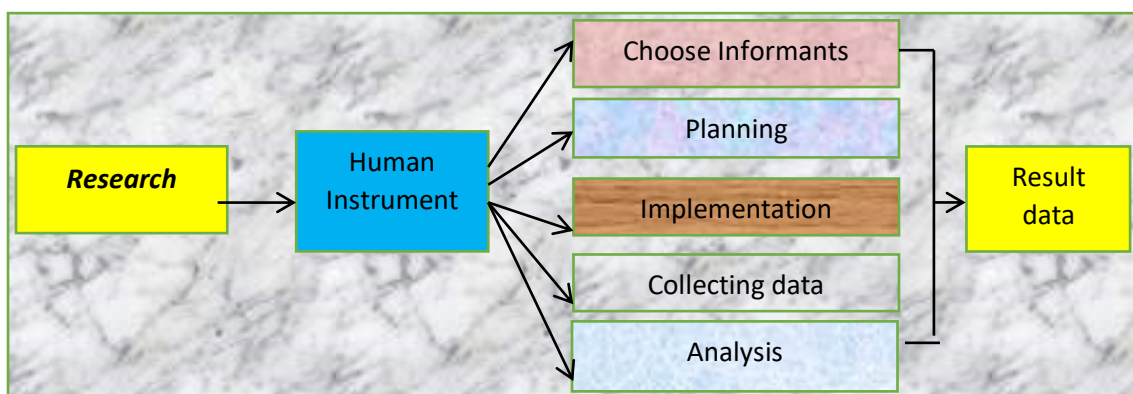
Understanding the phenomena that occur in order to obtain a complete and detailed picture, especially to obtain in-depth data on pedagogic competence and character education cultivation, so that this study uses a qualitative approach that emphasizes field research. (Sugiyono, 2015) qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action. The detailed description obtained has a very important value to the quality and quality of research, so qualitative research is to understand the phenomena that occur. (Moleong J, L, 2013) Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action. This research process, the researcher acts directly as an instrument, in order to obtain more accurate data. (Nasution, 1998) The presence of researchers is the key to success or understanding of some cases. Researchers act as the main instrument in data collection or key instruments. So in fact researchers who carry out activities ranging from observation, and interview activities so that the data obtained can improve the quality of this research. So that it can be said that researchers as instruments and data collectors are "human instruments" who act to determine the focus of research, choose informants as data sources and also as planners, implementers, data collectors, analyzers, data interpreters, and ultimately report research results. The data that has been obtained is then sorted and grouped based on the formulation of the research problem. Conclusions are drawn when the data truly represents the substance of the desired research objectives. Analysis of the data in this research by using the analysis of Miles And Huberman (Miles, M. B., Huberman, A. M. and Saldana, J., 2018)

Picture 1: (Miles, M. B., Huberman, A. M. and Saldana, J., 2018)

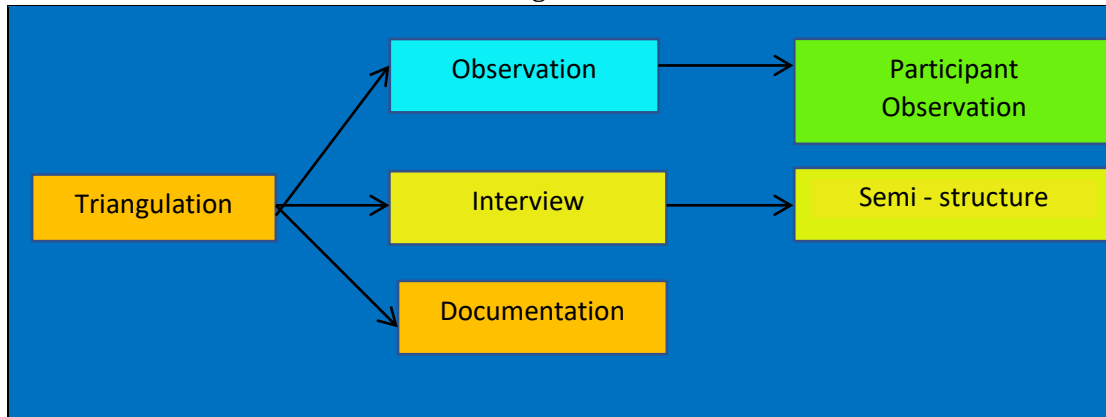


This research was conducted at the Sharia faculty of Fatmawati Sukarno State Islamic University Bengkulu from 20 August to 10 November 2022. The researcher wanted to know the extent of the lecturers' pedagogic competence and how to cultivate character education. Research data in the form of primary data and secondary data (Sugiyono, 2018) "primary data is a data source that directly provides data to data collectors. The data were collected by the researcher directly from the first source or the place where the research object was carried out. Researchers use the results of interviews obtained from informants regarding the research topic as primary data. The data was obtained from the source, namely 5 lecturers who teach English courses were as sample at the Sharia Faculty of UIN FAS Bengkulu. Secondary data is complementary data from primary data; the data is in the form of official documents, namely syllabus and RPPS made by teaching lecturers. (Kalu, Alexandra Ogbonna Udu et al, 2018) "Secondary data is classified based on its source – both internal and external. Internal data, or internal data, is secondary information obtained in the organization where the research is carried out. External secondary data is obtained from outside sources. "The data collection technique is observation, the researcher observes directly the pedagogic competencies carried out by lecturers and the implementation of character education in the English learning process in class at the sharia faculty of UIN FAS Bengkulu. But before carrying out the observation, the researcher first carried out the pre-observation stage where the researcher consulted first with the lecturers and students. Semi-structured interviews, open-ended questions but limited themes and flow of conversation where open-ended questions meant that the answers given by the informants are not limited so that the subject can more freely express any answer as long as it does not get out of the context of the conversation. Controlling the time and speed of the interview is maintained so that the theme does not widen in a direction that is not in accordance with the purpose of the interview. Flexibility is of course prioritized in interviews, still referring to interview guidelines in the form of topics of conversation that are aimed at the goal of understanding the phenomenon. Documentation, collecting data in the form of important notes related to research.

Picture 2 : Human instrument



Picture 3 : Triangulation of this research



Based on Miles and Huberman's theory, data reduction which emphasizes data selection, data simplification, abstraction and transformation of raw data obtained in the field is based on informants, interviews and observations of researchers during observations. Data display is done after the reduction process so that new data can be presented in descriptive or narrative form. Conclusion-Verification, initial conclusions are only temporary and can change if different evidence is found at the next data collection stage. While verification means the activity of testing the correctness of the data. Compatibility of data obtained from the field to reach valid and strong conclusions. Testing the validity of the data by testing triangulation is based on the perspective of different views; source triangulation is carried out by testing the credibility of different sources such as lecturers and students of the faculty of sharia at UIN FAS Bengkulu to get valid data. Triangulation techniques test the validity of the data with not only one technique, but several techniques, namely interviews, observation and documentation. Time triangulation needs to be considered with the right time greatly affecting the validity of the data, so data collection is not only done at one time but several times at different times.

FINDING

1. Pedagogic competencies that must be possessed by lecturers in the Industrial Revolution era 4.0 to 5.0 to shape student character in learning English at the Sharia faculty of UIN FAS Bengkulu.

The learning process transferred by Internet Things-based lecturers by assimilating various pedagogical aspects to students, namely physical, moral, spiritual, social, cultural, emotional and intellectual aspects will make a more humane approach to technology in the era of the industrial revolution 4.0 towards 5.0. With mastery of learning theory and learning principles that integrate virtual-based teaching materials and implement them in the classroom, students and lecturers will be able to actualize various potentials. This process can also build the character of interactive communication effectively, and empathize with students and lecturers. Learning by using the Internet, android smartphones and application systems, even all student assignments can be done using the goggle form, all of which provide facts on the ground that the Artificial Intelligence-based learning process can run well. The coexistence of technology and the learning process certainly provides a form of harmony between technology and student resources so that artificial intelligence in the 4.0 to 5.0 industrial revolution can be achieved and immediately form a society and humanist lecturers and students towards the development of digital technology in the world of education. This

kind of condition can be realized well when the lecturer/teacher really has a moral responsibility for the profession he carries, especially the professionalism of the lecturer's pedagogy.

2. Instilling Character Education in the Industrial Revolution 4.0 towards 5.0 in learning English at the Shariah faculty, Fatmawati Sukarno University Bengkulu.

Lecturers instill character education in English learning in the era of the Industrial revolution 4.0 to 5.0 at the Shariah faculty, Fatmawati Sukarno Bengkulu University by inserting religious, responsible, and disciplined character values in the learning process as well as making habits on campus that supports 4C-based character building. Creativity, Critical thinking, Communication and Collaboration) era of society 5.0. Character education is applied not only to the learning process but also to habituation; especially the formation of religious and responsible characters so that students are able to understand ethical values in fact this process is able to shape character education. (Thomas Lickona, 2015) "The notion of character education is a deliberate effort to help a person so that he can understand, pay attention to, and carry out core ethical values". Instilling religious, responsible, and disciplined characters in the 4C-based learning process (creativity, critical thinking, communication and collaboration) is done repeatedly until it becomes a habit that will certainly have a good impact on students. (Phenix, Philip H, 1964) Consistent behavior towards children who are growing physically and mentally will be positive for the development of a well-integrated personality

3. The efforts of lecturers in the era of the Industrial Revolution 5.0 in dealing with the obstacles to the cultivation of character education in learning English at the Shariah faculty, Fatmawati Sukarno University, Bengkulu.

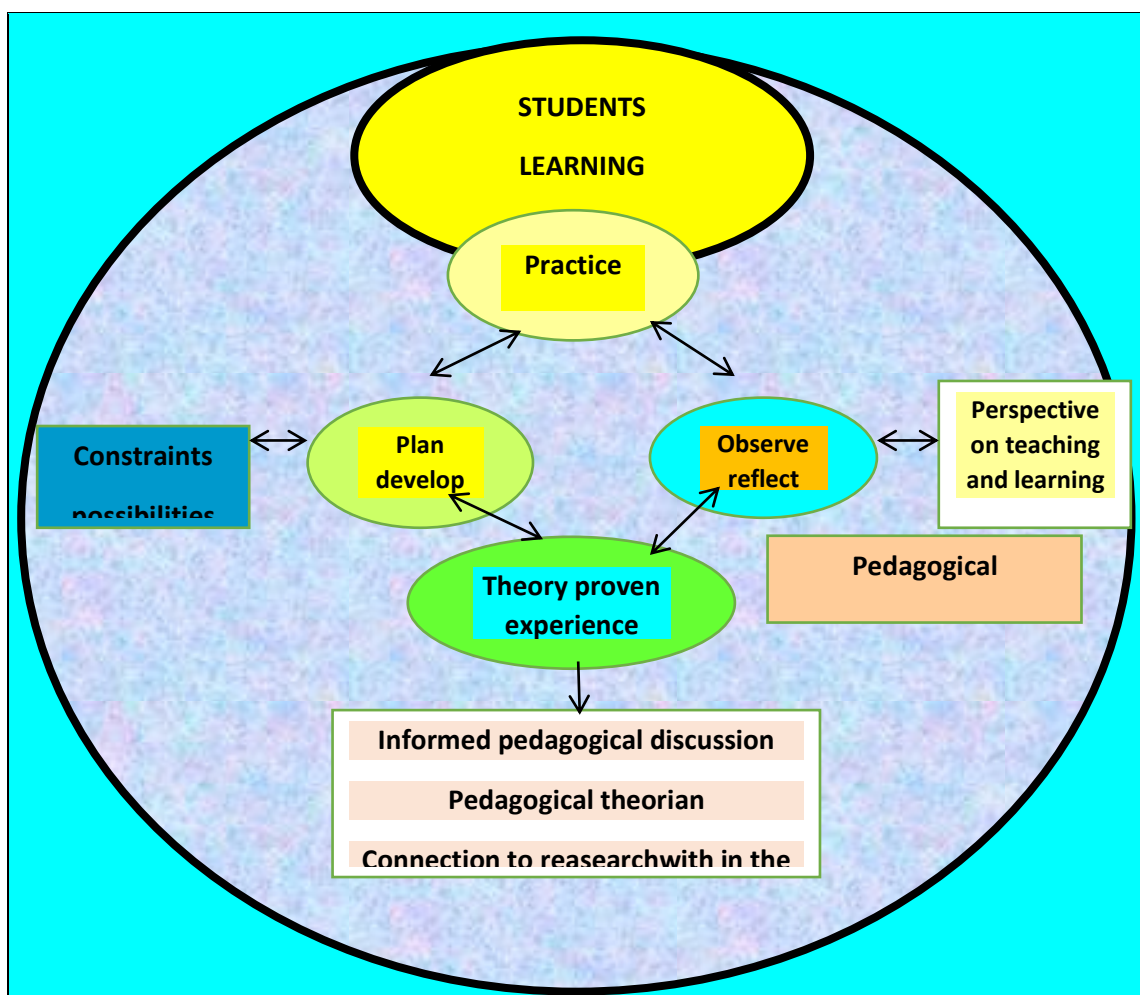
Make an agreement between lecturers, students, and student families to give a deterrent effect to students, and make Internet classes and factual learning to help students more easily understand the character values expected by English lecturers at the Sharia Faculty of Fatmawati Sukarno State Islamic University Bengkulu. Obstacles occur in the process of learning English in Internet-based classes, so lecturers always accompany students and make learning that emphasizes learning mastery of English using Internet technology, for example using applications, games and YouTube that have been selected to be used virtually. All digital systems are integrated with the learning process, the lecturer only acts as a facilitator to always provide direction on the use of technology. The use of applications, games and YouTube as a forum for student creativity that can provide feedback on English learning, thus providing flexibility to think more critically so that students are able to sort out what is useful and what is not, this belief mechanism will certainly develop a sense of moral responsibility the big one. All of these learning processes are supported by interactions that create three-way communication, namely the interaction of student communication with technology and between students, while the lecturer only acts as a facilitator to continue to accompany students in the English learning process. Three-way communication is also determined by good cooperation, namely creating a solidly integrated collaboration, meaning that in the process of learning English, it has taken advantage of the real situation that between students has created good communication, good cooperation both between students and with technology. This process empirically has given new facts that students are able to coexist together with technology that is mutualism so as to create a more humane environment for

technological developments. With an English learning mechanism like this, character education based on 4C will be realized, namely (creativity, critical thinking, communication and collaboration). Technology-based character education that grows and develops like this is expected to be a problem solution to be able to live more humanely in the era of the industrial revolution 4.0 towards 5.0.

DISCUSSION

Pedagogic Competencies that must be possessed by Lecturers in the era of the industrial revolution 4.0 towards 5.0. The combination of experience and theory is a solid combination to create variations in the learning management system; a varied learning process is also a pedagogic development. (Sagala, Syaiful, 2009) "Pedagogic competence is the ability of educators to create an atmosphere and varied learning experience in managing students who meet the prepared curriculum". Pedagogic competence implemented by English lecturers at the Sharia Faculty of UIN FAS Bengkulu in maximizing the learning process with a series of learning activities by integrating virtual technology-based learning plans by utilizing many applications, you tube, games and even programs relevant to English learning so that can provide variations in learning, but during the learning process the lecturer accompanies students and controls what students do during the learning process using Internet media. Lecturers only act as facilitators so as to provide responsible freedom for students to think more critically about learning English in the classroom. Interactive communication between students and the technology used fosters student creativity to better understand the meaning of learning English, all processes that occur in the classroom of course automatically form good teamwork so as to create an integrated collaboration between students and the technology used. Learning planning is the result of learning planning carried out by lecturers. Lecturers have prepared lesson plans in the form of lesson plans. In the lesson plan document owned by the lecturer, the researcher tried to analyze the lesson plan document that had been made by the English lecturer. (Å Ryegård, K Apelgren & T Olsson, 2010)"Pedagogic competence refers to educational and teaching qualifications. When assessing pedagogic competence, the quality of teaching should be a primary consideration. The scope, breadth and depth are also important, as are the ability to plan, initiate, lead and develop education and teaching, as well as the ability to conduct research-based teaching on the basis of research on relevant subjects, subject didactics, teaching and study in higher education". The figure below illustrates the complexity of the concept of pedagogical competence and the activities of pedagogically skilled lecturers. Pedagogic competence is demonstrated by the success of teaching and teaching development as well as student evaluation and learning.

Picture 4 : Model of Pedagogical competence (Ryegård, K Apelgren & T Olsson 2010:124).



Build and shape character education in learning English in the era of the Industrial revolution 5.0 at the Sariah faculty of Fatmawati Sukarno Bengkulu University by inserting religious character values, responsible morality, and discipline in the learning process and carrying out habits on campus that support the formation of 4C-based characters (creativity, critical thinking, communication and collaboration) in the era of society 5.0. Pedagogic complexity requires lecturers to teach carefully and thoroughly but wisely during the learning process, this shows the morality of the lecturer as a good teacher. For this reason, the formation of moral character in students is the leading pillar that is able to shape mindsets and behavior in the era of the industrial revolution 4.0 towards 5.0. (Lickona, T, 2015) states that morals really need to be taught to shape character, including moral knowing, feeling and action. Moral knowing includes someone who must have moral awareness, know moral values how to act and behave even though what is being faced is technological equipment. Moral feeling is an important aspect to be instilled in students this is a source of inspiration and strength for students when acting according to moral principles. Because in moral feeling there are emotional aspects that are felt by humans to become human beings with character who have conscience, are confident, feel the complaints of others, uphold the value of truth and are able to control themselves to be humble. Moral Action turns the knowledge possessed into concrete actions so that it can be said simply that this moral action is the result of moral knowing and moral feeling. These three morals greatly determine the formation of student character based on creativity, critical thinking, communication and

collaboration). With a moral character, creative students will emerge, have good critical thinking, be able to communicate and be able to work together both between students and with technology. All of these characters are really needed in the era of the Industrial Revolution 4.0 towards 5.0.

The agreement between lecturers and students to increase students' commitment and motivation to master digital technology is certainly very helpful for lecturers in shaping the character of discipline and responsibility for subject matter that has been taught through applications or English programs to be stored and can be studied via smartphones, it does not have to be recorded all the material campus learning. All uses of technology, programs, YouTube applications can be used on campus so parents need to understand deeply to allow students to use smartphones to study. So efforts by making an agreement between lecturers, students, and student families to give a deterrent effect to students if students violate ethical and moral values, students will accept the consequences, and can make Internet classes and factual learning to help students more easily understand the values. Character values expected by English lecturers at the Sharia Faculty of Fatmawati Sukarno State Islamic University Bengkulu.

CONCLUSION

1. Pedagogic competencies that must be possessed by students in the industrial revolution era 4.0 to 5.0 to shape student character in learning English learning at the Shariah faculty of Fatmawati Sukarno Bengkulu University is the ability of lecturers to integrate character education values in compiling lesson plans and syllabus based on Internet Things, preparing Virtual / augmented reality-based teaching materials, implementing Artificial Intelligence-based classroom learning, and evaluating learning.
2. Lecturers instill character education in English language learning in the era of the Industrial Revolution 5.0 at the Shariah faculty, Fatmawati Sukarno Bengkulu University by inserting religious, responsible, moral, and disciplined character values in the learning process as well as making habits on campus that support character-based building. 4C (creativity, Critical thinking, Communication and Collaboration) era 4.0 towards the era of society 5.0.
3. Efforts to make agreements between lecturers, students, and student families to give a deterrent effect to students who violate discipline and ethics, and make Internet classes and factual learning to help students more easily understand the character values expected by English lecturers at Faculty of Shariah Fatmawati Sukarno Bengkulu State Islamic University.

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