

Official Conference Proceedings

International Joint Seminar

# 'Indonesian High Education Institution Strategy in Facing the Industrial Revolution 4.0'

ISBN: 978-84-09-16395-3

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Cover and layout:

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## WELCOMING REMARK

## Universitat Internacional de Catalunya

First of all, I would like to express my most warm welcome to all authors

for their valuable work, time and dedication so we can have one full proceeding that is so rich of research contributions. I myself would like to see the proceeding as an interesting window to see research works from Asia, especially from Indonesia. Hopefully this proceeding book can serve as a memento and encouragement for the advancement of further research in the future and enhance and foster collaborations among scientific at international scale.

I wish all participants good luck and have a nice and fruitful conference. Last but not least, welcome and enjoy Barcelona!

Frederic Marimon Full Professor in Business Administration Vice-Rector of Planning and Quality Universitat Internacional de Catalunya

# OPENING REMARK HEAD OF LL-DIKTI REGION IV

Thanks to the grace of God Almighty (Allah SWT), alhamdulillah, the International Proceedings at the Universitat Internacional de Catalunya (UIC), Barcelona, Catalunya, Spain, is complete. We organize this seminar on November 11, 2019 with participants and speakers from Indonesia, Spain, Switzerland, India, Palestine and United Kingdom. With the theme: "The Role of Higher Education in Facing the 4.0 Industrial Revolution in Indonesia", we aim that the seminar participants gain and share knowledge and experience among the participants and speakers present at the event.

Most of the Human Resources (HR) in Indonesia do not fully understand how the 4.0 industry has started to appear rapidly at this time, in the joints of the Indonesian economy. The low understanding of human resources in Indonesia goes straight with the emergence of inequality between the capabilities of local human resources and foreign human resources that began to participate in the current 4.0 industrial revolution in Indonesia. In addition, there are not many formal educations specifically preparing human resources in this field. Efforts that can be made by tertiary institutions to enhance their role are that special courses need to be made on Information and Communication Technology (ICT). If it already exists, then it needs to be deepened to be able to better understand the development of new technologies such as the Internet of Things (IoT), artificial intelligence machines or artificial intelligence (AI), physical-cyber systems and cloud computing.

With the issuance of international proceedings, I would especially like to thank Mr. Mahir Pradana who has worked hard to facilitate seminar activities with UIC Barcelona. Our deepest gratitude also goes to UIC vice rector of Planning and Quality, Prof. Frederic Marimon, for having our participants in his remarkable university. Hopefully these activities can provide us motivation to always work and innovate in developing professionalism as lecturers.

Bandung, 5 November 2019

Head of LLDIKTI Region IV,

Prof. DR. Uman Suherman AS, M.Pd.

# OPENING REMARK CHAIRMAN OF KORPRI LLDIKTI REGION IV

Thanks to the grace and sanctity of God Almighty, the international proceedings published by the Universitat Internacional de Catalunya (UIC), Barcelona, Catalunya, Spain, can be resolved in a timely manner. Also, with good cooperation between our personnel Mr. Mahir Pradana, UIC, the speakers, and participants from Indonesia, and several countries in Asia and Europe. Hopefully this proceeding can provide motivation for lecturers to develop Higher Education 'Tridharma', especially aspects in lecturer research.

The development of technology in the industrial revolution era 4.0 is very influential on the characteristics of jobs that exist today, where skills and competencies are the main things that need attention. Because in the era of the industrial revolution 4.0 the integration of the use of technology and the internet is so sophisticated and massive that it also greatly influences changes in the behavior of the business and industrial world, the behavior of society and consumers in general. Characteristics in the industrial revolution era include digitalization, optimization and customization of production, automation and adaptation, interaction between humans and machines, value added services and business, automatic data exchange and communication of information technology. Therefore, education and industry must be able to develop industrial transformation strategies by considering the human resource sector that has competence in their fields.

In facing the era of the industrial revolution 4.0, students are expected to have 4 (four) competencies in themselves, including: competence to interact with various cultures, social skills, new literacy (data, human technology) and lifelong learning (lifelong education) Hopefully the international proceedings issued by the University of Internationale de Catalunya (UIC) Barcelona can make useful contributions, especially for lecturers in developing the

Tridharma of Higher Education.

Bandung, 5 November 2019

Prof. DR. Endang Komara, M.Sc

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## **CONCEPT OF MARKETING EDUCATION SERVICES 4.0**

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#### Abstract

The Challenge of Higher Education is how to prepare and map the workforce from the struggle for education in facing the industrial revolution 4.0. This research aims to explain the concept of marketing education in the digital age. The method used is the study of literature. The results of the study imply that interdisciplinary curriculum and learning methods based on innovation reference research, must adapt business changes, be more competitive industries and follow the development of science and science. With students who handle mastery of data and technology, humanities knowledge, skills, leadership, and entrepreneurship, with the development of marketing services marketing strategies in accordance with the digital era.

Keywords: Product, price, promotion, place, process, people, physical evident, 4.0

#### INTRODUCTION

Science and technology and higher education are important factors in development in Indonesia. The importance of education for Indonesia is reflected in the opening of the 1945 Constitution of the Republic of Indonesia, which is to educate the nation's life. In line with the opening of the Constitution, the body of the constitution including Article 20, Article 21, Article 28 C paragraph (1), Article 31 relating to education, is written that the Government advances science and technology by upholding the values of religion and national unity.

The national education system must be able to guarantee equal opportunity for education, increase the quality and relevance and efficiency of education management to face challenges according to characteristics in the era of the industrial revolution which include digitalization, optimization and customization of production, automation and adaptation, interaction between humans and machines, value added services and business, automatic data exchange and communication, and the use of information technology. Therefore, the world of education and industry must be able to develop the characteristics of industrial transformation by considering the human resource sector that has competence in their fields.

For this reason, it is necessary to reform education in a planned, directed and continuous way to meet the digital era, in line with the vision of higher education, namely "The realization of high quality education and the ability of science and technology and innovation to support the nation's competitiveness (Anonymous, Law of the Republic of Indonesia No. 20, 2003 National Education System, 2004).

This study aims to explain the concept of marketing services marketing mix by looking at the digital age, so that it has a competitive advantage. The competitive advantage of a nation in the digital age is actually the ability to integrate a variety of available resources to have connectivity in mastering communication technology, and big data to produce smart products and smart services, not just on large-scale work productivity.

According to (Kotler & Keller, 2012) "Marketing mix is as the set of marketing tools the firm uses to pursue its marketing objectives". The marketing mix consists of variables that universities can combine to influence the demand for services. These variables mutually support and influence each other, where the decision of one variable will affect other variables. Therefore, universities need to compile a marketing mix concept into a coordinated program in formulating strategic policies in various aspects ranging from institutions, fields of study, curriculum, resources, as well as cyber university development, research and development to innovation.

One of the main steps that must be taken by tertiary institutions is to improve campus data management and information that must be conveyed properly for educators and educators. With the existence of a reliable Information System will increase competitiveness of competitors and attractiveness to prospective students.

The components of the marketing mix of education services consist of 7 Ps, namely Product (academic services and socio-cultural services), Price (Educational Development Donations, development contributions, practical money and all components of costs), Place, Promotion, Physical Evidence (in the form of facilities and infrastructure, cyber university, certificate, the quality of graduates, the appearance of buildings, laboratories, sports fields, parking lots, parks, etc.), People (behavioral elements of higher education leaders, lecturers, administrative staff and students), Process (process teaching and learning students during college), (Nurbasari, 2011).

#### **RESEARCH METHODS**

The research method used is literature study.

### RESULTS

In the 4.0 era, various nations in the world have developed knowledge-based economy (KBE), which requires quality human support. Therefore, education is absolutely necessary to sustain the development of education for the knowledge economy (EKE). In this context, educational institutions must also function as research and development centers, which produce superior research products that support KBE. The availability of quality humans who master science and technology greatly determines the ability of the nation to enter global competence, the free market economy, and the digital era that demands high competitiveness. Thus, education is expected to deliver the Indonesian nation to gain competitive advantage and comparative advantage in competition in the 4.0 era.

#### 3.1. Education Service Concept Mix 4.0

### 1.1.1 Product

1.1.2 In higher education services, there are 3 (three) kinds of products offered to students, namely: (1) Instruction, (2) Research, (3) Public services. In the Tri Dharma College

clearly stated in the form of teaching, research, and community service. As the main product of higher education is learning, namely the teaching and learning process, with its by-products in the form of (1) Personal self discovery, (2) Career choice and placement, (3) Direct satisfaction and enjoyments (Bowen, 1981).

Higher education that will survive and be able to win the competition is a university that can offer a good educational reputation and has character, spiritual value, innovative and adaptive to technology, skilled in aspects of data literacy, technological literacy and human literacy. It is a bright prospect for students after graduating from the tertiary institution, with a choice of core competencies that are competitive in facing the 4.0 era, so students can choose core competencies that are in accordance with their interests and talents according to industry and business demands that are able to master information technology that will become a basis in human life.

According to (Prahalad & Gary, 1990), there are three components that characterize core competencies, namely: (a). Has broad access potential. For example, college graduates are needed because they are able to respond to the needs of the world of work, business and industry with interdisciplinary innovation and curriculum, responsive to the development of science and technology. (b). Have the ability to increase more benefits to the users of these higher education products which are responsive to the 4.0 revolution, with a digital human approach and digital-based expertise (c). The quality of its products is difficult to compete with other tertiary institutions, such as information technology-based lecture systems with blended learning and research-based learning models can be one of the solutions to realize quality education.

By applying the blended learning model and research-based learning approach, it is expected that the characters formed in students have the soul of a scientist. Each higher education leader can determine what curriculum will be produced that has the character that is in accordance with the digital era as capital to take part in society, namely a curriculum with new literacy: 1. Data Literacy, concerning the ability to read, analyze, and use information (Big Data) in the digital world. 2. Technology Literacy, that is, understanding the workings of machines, technology applications (Coding, Artificial Intelligence & Engineering Principles). 3. Human Literacy, concerning Humanities, Communication & Design (Frydenberg & Andone, 2016).

Many ways can be taken to produce higher education products that are able to compete in the digital age. For example, providing added value to graduates by providing supplies such as mastery of data and technology, humanities knowledge, entrepreneurial skills, and leadership.

## 1.1.3 Price

Prices in the context of educational services are all costs incurred by students to get educational services by a college. There are several ways of determining the price of education services carried out by various educational institutions (Nurbasari, 2011, pp. 12-13), namely:

- a) Unit Pricing, money paid by students per "unit" for example permodul taken, until obtaining a certificate, diploma. This method is very dynamic and flexible for students, depending on their economic and intellectual abilities.
- b) Two-part pricing, in this case the student pays the same fee, for example for

development money, then pays again in accordance with the number of courses or credit-credit contracts to be taken.

- c) Term of semester pricing, payment is set for one semester, students may take courses as much as possible according to regulations.
- d) Differential pricing, in this case educational institutions set different prices according to different segments, for example regular classes, employee classes, morning classes, afternoon classes, executive classes.
- e) Negotiated fees, the determination of payment can be negotiated (negotiation) between the parents and the institution, taking into account the ability, position, occupation of the parents.
- f) Quantity discount, educational institutions can set special discounted prices for those who enter in groups, for example prospective students who come from certain regions, or certain offices.
- g) Time discount, the price is determined based on prospective students who register earlier are subject to a lower fee or get a discount from those who register later than the normal price.
- Peak-load pricing, this can be done by educational institutions if there are many prospective students who want to enter, so the institution sets the price depending on who is able to contribute higher. As long as the candidate meets the specified graduation criteria.

In the price element of higher education must consider pricing such as tuition fees, construction costs, laboratory costs, voluntary contributions, scholarships, payment procedures, terms of installments and others. The price offered by higher education institutions is strongly influenced by the quality of the products offered, if the quality of the product is high and has competitiveness, unique, rare, different, then prospective students are not reluctant to pay higher or more expensive, as long as they are still within limits their affordability (Buchori, 2008).

2. High and low prices determined by universities are guided by: (1) quality of education services, (b) characteristics of the customer segment, (c) competitive situation. In the digital age, prices are similar to currencies, which fluctuate according to market demand.

## 3.1.3.Place/ Service Location

The problem of campus location, is inseparable from the demographic aspects that will justify the establishment of a campus in the location concerned, so that the development of campus locations requires a demographic analysis.

According to (Chau & Ngoc, 1969), educational planners have an interest in knowing demographic aspects that provide data on population distribution based on age and sex, economic activity sector, and geography.

Research on population distribution by age and sex will enable education planners to measure the relative number of school-age populations, which will be the basis and starting point for each educational policy; the distribution of population based on economic sectors, including according to work or livelihood will allow to make estimates, to approach

(approximative) workforce requirements, thereby setting technical, vocational, and tertiary education targets; and geographic population distribution will allow to estimate the cost of education, choice of type, size, and location of campus. In addition to the above, geographical population analysis can be used to see the movement from one place to another. This is closely related to transportation problems.

According to (Banghart & Albert Trull, 1973), transportation costs will increase household expenses. Thus, the location of the campus needs to be chosen close to the settlement or residence of students, thus increasing the efficiency of education costs for families.

Determination of location of Higher Education will affect the preferences of prospective students in determining their choice. The location of the tertiary institution needs to consider the environment of the area where the location is located (in an urban area, residential area, or educational area), all of which will have a logical consequence on the accompanying transport services, easily accessible (both physically and virtually), strategic and easy location achieved public transportation, will be an attraction for prospective students.

The availability of a university website will make it easier for prospective students to obtain the required information without having to come to the physical location where the college is located. In addition, striving for Cyber University programs, such as distance learning lecture systems, thereby reducing the intensity of lecturer and student meetings. Cyber University will be expected to be a solution for the children of the nation in remote areas to reach quality higher education.

#### 3.1.4. Promotion

Marketing communication is a means used by educational institutions in an effort to inform, influence, persuade and remind target customers / prospective students about tertiary institutions with all their existences, to build dialogues that describe the "voice" of brands and build relationships with consumers. Marketing communication can contribute to brand equity by building a brand in memory and creating an image of a college.

No matter how great the quality of core competency a university has, if the community/prospective students have never heard of it and they are not sure that the quality of the core competency will benefit them, then they will never buy it. Some marketing communication mix that can be done by Higher Education for example: (1) Advertising, with print or electronic media, spots, billboards, (2) sales promotion, such as exhibitions and invitations, make direct contact with prospective students. (3) Public Relations:

a). Relations with the Community, for example: meeting with the community, sponsoring activities carried out by the community such as soccer, basketball, competitions and others, providing scholarships, providing public facilities / facilities, open houses. (b) Relations with employees, recruitment advertisements in this way educational institutions will be increasingly popular in the community .; philosophy of educational institutions, can be developed in the form of vision and mission; internal media; special events for employees such as campus internal competitions; giving awards to lecturers, employees in the form of certain ceremonies; ceremonies on various holidays, campus birthdays; new employee orientation. (c) Relations with the press, for example press conferences; souvenir; banquets;

factory visits / media tours; regular news loading. (d) Relations with consumers, for example special events for consumers; exhibition; direct mail; sponsorship. (e) Relationships with the Central Government, Regional Governments, and environment, for example regular visits by government agencies; or educational institutions visit related agencies to establish closer relations; entertainment is held in order to provide entertainment at certain moments. (f) Relationships with Opinion Leaders, for example seminar fees; sponsors; informal relations; scholarships / assistance to opinion leaders (Buchari, 2009; 52).

By providing honest information and clear vision, it is expected that the final result obtained is a positive response or positive image from the community towards the higher education institution. It is further hoped that this institution of higher education will get more students and produce better graduates in accordance with the goals and targets expected in the face of the digital age.

#### 3.1.5. People

Human resources in higher education services are grouped into four, namely administrators, lecturers and employees and students as users of the higher education services. The first three elements need to have professional competence, responsive, adaptive, creative, critical thinking, communicative, collaborative capable of spreading passion, inspiring and reliable to face the 4.0 revolution, a role that cannot be replaced by technology. In the process of delivering services to students, it is the lecturers who deal directly with the students, so that students are not very dependent on these resources. For this reason, the recruitment of human resources who will work and serve students in tertiary institutions must be as careful and as good as possible, because they will be the spearhead in delivering educational services to students.

Human resources for a tertiary institution is a dominant factor, the success and success of a tertiary institution is determined by its human resources, one of the components that can improve the image of tertiary institutions related to lecturers is for example those lecturers often appear in seminar forums outside campuses both domestically and abroad, then write in the media mas, or write books.

#### 3.1.6. Phisical Evidence

In the context of higher education services, physical evidence is an environment where universities and students can interact comfortably, peacefully, and safely where there are tangible elements that can support the performance or communication of the services to be delivered, such as lecturing equipment complete as an educational facility, has virtual classrooms, aesthetic, beautiful and functional building style and design as an educational institution, then supporting facilities such as virtual libraries, laboratories, worship facilities, parking lots, sports fields, cafeterias, and so on. Rejuvenation of infrastructure and development of education, research and innovation infrastructure. In creating innovative and adaptive resources to technology, it is necessary to adjust learning facilities and infrastructure in terms of information technology, internet, big data analysis and computerization.

Higher education must be able to provide the infrastructure, so it is expected to be able to produce graduates who are skilled in aspects of data literacy, technological literacy and

human literacy. So that it will have an impact on increasing business productivity and technology-based industries.

Quantity is no longer the main indicator for a college in achieving success, but the quality of its graduates. The success of a country in facing the industrial revolution 4.0 is closely related to innovation created by quality resources, so that universities must respond to the challenges to face technological advances and competition in the world of work.

### 3.1.7. Process

The service delivery process at an educational institution is a series of activities experienced by students while in education, such as the teaching and learning process, thesis guidance, examinations, graduation and so on. The process of delivering university services can be seen from two main aspects, namely the dimensions of the quality of administrative services and the dimensions of the quality of lecture services.

Service quality in general can be seen and measured through the dimensions of tangibility, reliability, responsiveness, assurance and empathy for students. As stated above, tertiary institutions that are engaged in services depend on the quality of services provided. Services consist of five dimensions including:

First, the tangible dimension, the ability of a tertiary institution to demonstrate its existence to external parties. Appearance and ability of physical infrastructure and the condition of the surrounding environment is clear evidence of the services provided by tertiary institutions. This evidence includes the physical facilities of the building, equipment and technological equipment used and the appearance of its staff including qualified lecturers in accordance with their fields of science.

Second, reliability is the ability of tertiary institutions to provide services (Tri Dharma College) that have been promised accurately, reliably and reliably, for example the excellence of competent core competencies. The performance of educational institutions must be in accordance with consumer expectations which means timeliness, the same service for all students, without errors, sympathetic attitude and high accuracy.

Third responsiveness is the willingness of universities, especially their staff to help and provide appropriate services according to student needs. This dimension emphasizes the attitude of all staff of educational institutions as a service provider that is attentive, precise and fast in service. Namely facing student requests, questions, complaints and problems with the delivery of clear information. Allowing students / consumers to wait without a clear reason causing a negative perception in the quality of service, for example at the time of registration to anticipate the queue, the addition of officers who serve students, and provide a few seats for them.

Fourth assurance. This dimension emphasizes the ability of tertiary institutions to awaken the confidence and self-confidence of students that educational institutions, especially lecturers, administrators and staff are able to meet the needs of their students for quality and competitive tertiary products according to the components mandated in the Tri Dharma College, which expected to be able to create competitive graduates to respond to the industry 4.0 era.

Fifth empathy. That is giving sincere and individual attention given to students by trying to understand their desires. This dimension is the ability of educational institutions to treat

students as special individuals. Of all the activities carried out by a tertiary institution, it will ultimately lead to the value that will be given to students regarding the satisfaction they feel.

Based on the above, universities should be able to formulate new educational methods that are able to adjust the needs in the digital age, namely:

First, organized education refers to the spirit of discovery, which is an educational model that is oriented to activities to be able to achieve "great discoveries" that are useful for changes in human life in the future. Research is carried out on the basis of "collective work" directed at "solving major problems" and "major discoveries" so that the educational methods organized by universities must really focus on the field of study of scientific studies conducted under the blended learning model and research based.

Secondly, education is held on the spirit of assembling thinking, or education organized to institutionalize "creator" thinking, so that the main task is to produce as many inventors as experts are needed by the business and industrial world. This kind of education might be similar to vocational education, but the difference lies in the broad, multidisciplinary "way of thinking" and the resulting competencies capable of giving birth to new products, both in the form of goods and services.

Third, presenting successful market participants and the industry/ practitioners or activists in the business and industrial world, regardless of their academic title. The practitioners were asked to convey transparently what was done at any time so that students have the enthusiasm and motivation to be like them. The presence of practitioners will be able to provide change and make life innovations, both from the aspects of science, medicine, literature or humanities.

Fourth, education must be based not only on disciplines but on market needs. Academic titles no longer determine specifications, but expert certificates from central figures in the field of study. Lectures need not be offered in the classroom, but in the practice location determined by the patron. Bring 'futurelog' that can predict life revolution what will happen in the future.

#### 4. Conclusion

There are two main streams of tertiary institutions in the face of the industrial revolution 4.0 that can be offered to the public, namely to reconstruct the tertiary model of tertiary education as a producer of superior human resources needed by society at large, and build on existing learning innovations.

Quantity is no longer the main indicator for a college in achieving success, but the quality of its graduates. Higher Education must be able to answer the challenges to face technological advances and competition in the world of work in the digital age. In creating innovative and adaptive resources to technology, it is necessary to adjust learning facilities and infrastructure in terms of information technology, internet, big data analysis and computerization.

### Suggestion

Reconstruction of higher education curricula that are responsive to the industrial revolution 4.0, such as curriculum redesign with a digital human approach and digital-based expertise. Preparing graduates who are able to adapt to the Industrial Revolution 4.0 to increase Higher Education's competitiveness against competitors and as an attraction for prospective students.

Indonesian universities need to change three things in terms of education, the most fundamental is to change the nature and mindset of students. Furthermore, the campus must be able to hone and develop the talents of their students. Finally, Higher Education should be able to change the learning model towards blended learning and research based in accordance with the needs of the digital age with a focus on the concepts of communication, collaboration, and networking.

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