ACADEMIC SYSTEM DIGITALIZATION OF "CAMPUS INDEPENDENCE" IN UNIVERSITAS HINDU INDONESIA DENPASAR IN CREATING ENTREPRENEURS BASED ON LOCAL WISDOM

by Ni Wayan Karmini

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Ni Wayan Karmini
Postgraduate Program, Hindu Religious Education Major,
Univercity of Hindu Indonesia, Denpasar
Email: karmini.niwayan@yahoo.com

I Nengah Dasi Astawa

Univercity of Education National Denpasar

I Ketut Suda

Univercity of Hindu Indonesia Denpasar

Agung Gede Agung

Univercity of Education Ganesha

Gusti Ayu Suasti

Univercity of Hindu Indonesia Denpasar

ABSTRACT

This scientific work discussed about academic system digitalization of "Campus Independence" in producing entrepreneurs based on local wisdom at Universitas Hindu Indonesia (UNHI) Denpasar. Besides document studies, research data were obtained through observation and interviews with 12 informants, namely lecturers, students, and managers of UNHI Denpasar websites. The collected data processed and presented in a descriptive-qualitative form. The results of the study shown that: **First**, academic system digitalization of "Campus Independence" is urgently implemented as part of Higher Education autonomy in campus administration and accreditation systems development, as well as efforts to improve the status of UNHI Denpasar to be a Legal Entity State University (PTN BH). Learning system digitalization for 3 semesters outside the study program is intended to improve graduate competencies, both soft skills and hard skills, so that alumni of UNHI Denpasar are better prepared to enter the workforce and relevant to the needs of the times. **Second**, academic system digitalization of "Campus Independence" was realized in the form of: (a) UNHI campus websites development to support the administration of UNHI Denpasar campus, Online Student Admission System, Online SPP as payment system, online and academic financial system campus; (b) e-library development; (c) e-learning activities, online lectures, student guidance and examination processes (S1, S2, S3), (d) Field Work Practices (PKL), Real Work Lectures (KKN) for S1 students in all majors, (e) efforts to improve the competency of skills for students (in 3 semesters) to be young entrepreneurs through the business incubator unit at UNHI Denpasar. Products development based on Balinese local wisdom should be developed.

Keywords: Digitalization, academic system, "Independence Campus", Universitas Hindu Indonesia Denpasar.

I. INTRODUCTION

Information and Communication Technology (ICT) has developed very rapidly, both in urban and rural areas. Where previously television, newspapers, and radio were very dominant as a medium for conveying information, but at this time there were new facilities, namely the internet network that was used to communicate and convey information. Today, people love the virtual world (internet), a world full of hyper-reality (Baudrillard in Pilliang, 1998: 228).

The way of life of the world society in carrying out daily activities has changed by Information and Communication Technology (ICT) which continued to grow dynamically. The application of ICT in all sectors of life unknowingly has brought the world into a new era of globalization faster than originally imagined. As a result, instant information can be received and followed by people in various parts of the world. Utilization of the internet has affected almost all aspects of human life whether social, economic, educational, entertainment, and even religious without recognizing geographical boundaries and social status (Hanum, 2013).

The development of information and communication technology is now entering the industrial revolution 4.0 era. The industrial revolution was a massive change in various fields, including manufacturing, mining, transportation, technology and has a profound impact on all aspects of world life which until now has entered stage 4.0. The 1.0 industrial revolution marked by the use of manufacturing-based machinery occurred at the end of the 18th century (in 1750-1850); stage 2.0 was marked by mass production with electric powered machines occurring in the early 19th century; phase 3.0 was marked by information technology and electronics for production automation at the beginning of the 20th century, and the industrial revolution stage 4.0 was marked by online integration with industrial production to increase the efficiency of industrial processes (BKSTI, 2017).

The 4th Industrial Revolution has brought changes in digital terms for the economy and social system, which has resulted in a shift of the way we work today. The rapid development of technology, brought changes in the pattern of human life. Humans with their work seem increasingly easier. Mobile internet technology that continued to grow then allowed all human workers to be more efficient and more productive (Ristekdikti, 2018).

The most valuable resource in this digital era was data. As the need for data increased, the demand for new competencies, analysis, virtual learning, intelligence assistance, cyber security, and others. For this reason, educational institutions are now expected to be able to develop e-libraries, become reference centers and providers of scientific data for the advancement of human civilization (Utomo, 2019).

In addition, the digital technology development has triggered a shift in the education from conventional education (face to face) towards a more open education. Education would be more bi-directional, competitive, multidisciplinary, and high productivity. Like other countries, several universities in Indonesia have used "Flexible Learning", which was an online education service. A field of science that we refer to as Educational Technology was increasingly playing an important role in this era. This serves to assist the learning process and improve performance by creating, using, and managing adequate technology processes and resources (Akhmaloka, 2018).

Today's digital applications were able to create effective and efficient learning innovations. The rapid used of digital technology in the world of education will be reflected

in changes in learning models, namely the growth of distance learning where lecturers and students did not need to be in the same place, and the more choices of learning resources available such as electronic books (e-book), easy access to digital applications such as e-libraries, e-forums, e-journals and so on (Kaku, 1997).

The level of human dependence on digital technology was currently very high. The use of digital technology spread in each area of human life, including education. Digitalization in the constellation of education certainly required a response back from education. This is intended so that education continued to produce education in accordance with its objectives. For this reason, it was necessary to manage web sites according to the interests of the education world itself. Required management of web sites that follow the progress of ICT, web sites that continue to follow the needs, and the existence of regular content updates from a web site managed by an Higher Education (Suryawati, 2017).

Management of university websites in the digital era (4.0) at this time must support the academic system of the tertiary institution concerned, including supporting administrative activities, information systems and online learning activities (e-learning). In this connection, the Ministry of National Education has issued a policy of "Independence Learning - "Independence Campus"" (Ministry of Education and Culture Regulation No 3 of 2020). In general, the policy of "Independence Campus", including independence in opening the new study programs, independence from 5 years 'tradition' of accreditation administrative 'project', independence raised the status of being a Legal Entity State University (PTN BH) and independence taking learning activities outside the study program or off campus for 3 semesters. This innovative and quite radical breakthrough has been launched so quickly without touching the process of change at the level of the Act, it was immediately executed in conjunction with ministerial regulations whose designs have been widely circulated on social media (Witono, 2020).

Besides developing a more effective and efficient academic system through the use of digital systems, the policy of "Independent Campus" is also oriented towards developing the soft skills and hard skills of its graduates, so that they are better prepared and relevant to the needs of the times. Learning in "Independent Campus" provided challenges and opportunities for the development of creativity, capacity, personality, and needs of students, as well as developing independence in seeking and discovering knowledge through reality and dynamics in the field such as capability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements (Merdeka Campus Handbook, 2020).

As an innovation in the field of education, the policy of "Independent Campus" based on the digital system received a fairly positive response from the managers of higher education institutions in Indonesia. In other hand, the digitalization of the education system "Independence Campus" became the Ministry of Education policy in 2020 that needed to be applied in tertiary institutions, meanwhile, not all universities in Indonesia were able to apply it. The variety of resources and the potential for tertiary institutions to be very diverse was a decisive factor in the implementation of the "Independent Campus" policy. In Bali, one of the tertiary institutions that seeked to implement the "Independence Campus" policy was Universitas Hindu Indonesia (UNHI) Denpasar .UNHI Denpasar was established based on the Republic of Indonesia's Ministry of Education and Culture Decree No. 75 / D / O / 1993, May 19, 1993 has 5 Faculties, namely: Religion and Culture Faculty, Economics Faculty, Mathematics and Natural Sciences Faculty, Engineering Faculty, and Health

Faculty, and Postgraduate Degree. Until the end of 2019, UNHI Denpasar was managed by 69 employees, with 184 permanent lecturers serving 2664 students (Profile of UNHI Denpasar, 2020).

The implementation of "Independence Campus" based on digital at UNHI Denpasar has underpinned the campus administration service system, supported the process of accepting new students, streamlined the online teaching and learning process flexibly, and supported fieldwork practices (PKL). In addition, the implementation of "Independent Campus" based on digital in the UNHI Denpasar environment also supported efforts to increase the capacity of students according to their talents and interests (in 3 semesters) so that they were ready to enter the workforce. In connection with the implementation of "Independence Campus" policy, this publication discussed two things: (1) Why was urgency the academic system digitalization of "Independence Campus" implemented at Universitas Hindu Indonesia in Denpasar? (2) How was the implementation in creating entrepreneur based on local wisdom of Balinese Hindu society?

II. LITERATURE REVIEW

In accordance with the topic, there were a number of publications from previous research that can be used as a reference in the preparation of this publication. Among them was the Independence Learning Guidebook - "Independence Campus" (2020) published by the Higher Education Directorate of Education and Culture Ministry Republic Indonesia. "Independence Campus" was a "three semester learning rights outside the study program" was to improve graduate competencies, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, prepare graduates as future leaders who are superior and have a personality . Independence Learning - "Independence Campus", was the Education and Culture Ministry policy, which aimed to encourage students to master various sciences that were useful for entering the workforce. "Independence Campus" provided an opportunity for students to choose the courses they will take Independence Learning Policy - "Independence Campus" was in accordance with the Education and Culture Ministry Regulation No. 3 of 2020 concerning National Standards of Higher Education, in Article 18 it is stated that the fulfillment of the learning period and burden for undergraduate or applied undergraduate students can be implemented: (1) following the entire learning process in study programs in tertiary institutions according to their time and study load; and (2) following the learning process in the study program to fulfill part of the learning period and load then the others following the learning process outside the study program. Through Independence Learning - "Independence Campus", students had the opportunity for 1 (one) semester or the equivalent of 20 (twenty) credits taking learning outside the study program at the same tertiary institution; and a maximum of 2 (two) semesters or equivalent to 40 (forty) credits taking learning in the same study program at different universities, learning at different study programs at different universities; and / or learning outside of Higher Education. Learning in "Independent Campus" provided the challenges and opportunities for the development of creativity, capacity, personality, and needs of students, as well as developing independence in seeking and finding knowledge through reality and dynamics in the field such as the requirements of abilities, real problems , social interaction, collaboration, self management, performance demands, targets and achievements.

"Independence Campus" was an innovative Higher Education management based on digital. In this regard, Yazdi (2012) addressed E-Learning as an Interactive Technology Based Learning Media. It is stated that e-learning is a learning process that is poured through internet technology. In addition, simple, personal, and fast principles need to be considered. To add interest you can also use game theory. Therefore the principles and communication of learning need to be designed like conventional learning. Here the need for the development of e-learning models that are appropriate to the needs. The prototype of the e-learning module developed in accordance with the existing system observed by the author is divided into two, namely: the content of the educator and the content of the students. Educator content has broad accessibility, such as: creating questions, making academic announcements, uploading subject matter, examining and announcing exam results. Whereas student content is only limited to viewing access (academic announcements, exam results), taking exams, downloading subject matter and assignments. In addition there are interactive activities between educators and students, namely: chatting, discussion / forum.

In line with Yazdi's study (2012) above, Hanum (2013) wrote an article titled "E-Learning Effectiveness as Learning Media (Evaluation Study of E-Learning Model in Telkom Vocational School (SMK) Sandhy Putra Purwokerto). It was concluded that the implementation of e-learning at SMK Telkom Sandhy Putra Purwokerto was in accordance with the quality standards of e-learning implementation on the learning planning component quite effectively with a tendency of 77.57%; the component design and material making was quite effective with a tendency of 75.14%; the delivery component of e-learning was quite effective with a tendency of 75%; learning interaction components were quite effective with a tendency of 66.10%; and the evaluation component of e-learning implementation was quite effective with a tendency of 69.01%. As a whole it can be concluded that e-learning implementation as a learning medium in SMK Telkom Sandhy Putra Purwokerto was quite effective with a trend level of 77.27%. This shown that e-learning implementation in SMK Telkom Sandhy Putra Purwokerto was not fully effective for all teachers in SMK Telkom Sandhy Putra Purwokerto, due to several factors of the implementation that were not optimal.

Digital systems are part of 21st century products. In this connection, Kaku (1997) stated that the science and technology development in the XXI century would be a synergy of the Quantum Revolution, the Bio-Molecular Revolution and the Computer Revolution, which would enable humans to be performance regulators (choreographer) from material, life, and intelligence. In the short term, a new type of superior country would emerge, namely -the virtual state-, a country that would be very influential in the world, but not in the form of a traditional super power state, but more like Singapore or Hong Kong. A small country, with little military, scarce natural resources, agriculture or manufacturing, but very strong in playing managerial skills, financial and creativity in controlling assets in various parts of the world. They would be the "heads" -head nations- who created products and control services. While the others would only be a "body" state-body nations that produced goods in cooperation with the head state or virtual states.

In addition to supporting e-learning, digital systems also made library management effectiveness. In this connection, Utomo (2019) discussed the local content collections digitalization in the library university. The academic community of Higher Education produced many local content collections in academic activities such as scientific work,

thesis, thesis, dissertation, scientific journal articles and so on. The transfer of local content collection forms from physical forms to digital forms was a solution to overcome the problem of storage and dissemination of information content in it. Local content digitalization activities must pay attention to several problems that occured in the stages of digitalization, namely pre digitalization, digitalization and post digitalization, for example legality/copy right issues, staffing issues, the number of collections to be digitized and workflow management.

Some of the results of the above publications in general have discussed the problem of the digital systems development that supported the education process in Higher Education, and none had specifically addressed the digitalization of the "Independent Campus" academic system in Higher Education. However, some of the literature studies have provided valuable references for the preparation of publications discussing the digitalization of the academic system "Independence Campus" at the Universitas Hindu Indonesia (UNHI) Denpasar.

III. MATERIAL AND METHOD

This publication was the result of a study on the implementation of the "Independence Campus" policy in Universitas Hindu Indonesia (UNHI) Denpasar. The determination of the object and location of this research is based on the reasons that: (1) UNHI Denpasar was a relatively large and growing private university in Bali; (2) UNHI Denpasar developed into a university in Bali that presented the characteristics of Bali area which had local wisdom and Balinese Hindu culture; (3) In accordance with the Independence Campus policy, UNHI Denpasar had the potential prospect of being upgraded from a private university to a Legal Entity State University (PTN BH). Besides being obtained through document studies, research data collection was also carried out through observation and in-depth interviews with 12 informants, namely lecturers, students and managers of the UNHI Denpasar websites. The collected data is then processed and presented in a descriptive-qualitative form.

IV. RESULT AND DISCUSSION

4.1 Urgency of the Academic System Digitalization "Independence Campus" at UNHI Denpasar

The Merdeka Campus policy as mandated in the Education and Culture Ministry Regulation No 3/2020 covered four things. **First**, the autonomy for State Universities (PTN) and Private Universities (PTS) to streamline the education system, including opening or establishing the new study program. This autonomy is granted if the PTN and PTS have accreditation A and B, and have collaborated with organizations and / or universities included in the QS Top 100 World Universities. Exceptions apply to health and education study programs. Added by the Education and Culture Minister, "All new study programs will automatically get C accreditation". **Second**, an automatic re-

accreditation program for all ranks and voluntary of universities and study programs that were ready to move up the ranks. Going forward, the accreditation set by the National Accreditation Board for Higher Education (BAN-PT) would remain in 5 years effect but will be renewed automatically. **Third**, related to the freedom for PTN Public Service Agency (BLU) and Work Unit (Satker) to become PTN Legal Entity (PTN BH). The Education and Culture Ministry would make it easier for PTN Public Service Agency (BLU) and Work Unit (Satker) requirements to be PTN Legal Entity (PTN BH) without being bound by accreditation status. **Fourth**, would give students the right to take courses outside the study program and make changes to the definition of Semester Credit Units (SKS). Higher education must provide the right for students to voluntarily, so students could take or not credits outside the campus for two semesters or equal to 40 credits. The fourth policy is related to efforts to develop the skills of graduates to be able to compete in the world of work according to the guidance of the 4.0 industrial revolution era (Independence Campus Handbook, 2020).

Even though "Independence Campus" policy only appeared in 2020, Universitas Hindu Indonesia (UNHI) Denpasar has applied it since 2019. The "Independence Campus" academic system digitalization is urgently implemented at UNHI Denpasar because this was part of a breakthrough to sustain the academic administration and learning system in universities according to the challenges of the industrial revolution 4.0 era. The academic system development "Independence Campus" based on digitalization is carried out by involving the academic community (campus residents) of UNHI Denpasar for digital literacy. This was done, among others, by holding a Workshop on Learning Management System (LMS) at Universitas Hindu Indonesia (UNHI) 2019. The LMS Workshop was conducted as part of an effort to develop web sites to support administrative activities and the process of online learning (e learning) in the UNHI Denpasar environment.

In accordance with the digital communication technology development (4.0), the application of online learning was a competency demand, both for educators and for students. According to IT experts and educators, there were a number of competency demands that need to be mastered by educators, including: competencies in the global era, competencies in the use of technology, competencies in education, competencies in research, and competencies in designing the future (Rusmana, 2019). Based on field studies, observations and interviews with informants obtained data that the fundamental reasons or urgency of implementing Independence Campus based on digitalization at UNHI Denpasar are shown in Table 1.

Table 1

Policy Implementation Achievement of "Independence Campus" at UNHI Denpasar

Independence Campus Policy	Urgency	Achievement
First	Higher Education autonomy in academic systems development based on digitalization	Development Stages
Second	Campus accreditation efforts	UNHI Denpasar accredited B, several faculties accredited A-B.
Third	Status improvement effort from PTS to PTN	Preparation for PTN Legal Entity (PTN BH)
Fourth	Intensifying the 3 semester learning process (short semester program) UNHI Denpasar as an education center to produce young entrepreneurs based on local wisdom	This program is supported by the Business Incubator Unit Has successfully produced various herbal products based on Balinese local wisdom

Source: Processed from field data (Karmini, 2020).

The "Independence Campus" policy has been implemented at UNHI Denpasar. **First**, with the autonomy of the Higher Education, UNHI Denpasar developed an academic system in accordance with IT development. UNHI Denpasar's academic community is demanded not to stutter about various cultures, hybrid competencies, namely global competence and excellence in solving national problems. According to Pawlowski and Holtkamp (2012) there were seven global competencies, namely: (1) general competency or generic competence, (2) IS (information system) competency, (3) ICT competency, (4) project management and leadership competency, (5)) knowledge management and collaboration competencies, (6) communication competencies, and (7) intercultural competencies.

The academic community (lecturers and students) at UHNI Denpasar must also be literate with the latest technological innovations. They must have the competence to bring students to have an entrepreneurial attitude (entrepreneurship) with technology for the work of student innovation. Technology commercialization was a process that started with techno-market insights and ends with a sustainable function of the products that the market needs.

In addition, the entire academic community of UNHI Denpasar is also expected to have competency based on the Internet of Thing as basic skills. Competence of educating/learning based on internet of things (IoT) as basic skills in this era, a real example of the application of IoT is the application of electronic learning or e-learning.

Figure 1
E-library Development to support Conventional Libraries
(Source: UNHI Documentation, 2020).

Second, UNHI Denpasar also continued to improve its accreditation achievements. Until the 2020 school year, UNHI Denpasar has achieved B accreditation, while several faculties have been able to achieve A accreditation, including the Economics Faculty and the Usadha Faculty. This accreditation achievement is related to the competencies of educators (lecturers) who have successfully conducted research (research) and strategic steps in dealing with future trends (future strategies). Competence in building networks to grow knowledge, research direction, and skilled in getting international grants. Educators must integrate research results into student teaching materials. They also need to have the competence to predict precisely what will happen in the future and its strategy. Educators must also have the competence to predict precisely what will happen in the future and its strategy, by means of joint-lectures, joint-research, joint-resources, staff mobility and rotation, understanding the direction of SDG's, and so forth.

Educators must be able to predict the various possibilities that occured in the education, also tried to develop their networks through the various academic activities such as: (1) establishing cooperation in research (collaborative research with overseas campuses), (2) joint-lecturer programs, (3) teacher exchanges, and others. Having a lot of collaboration with various campuses around the world would have a positive impact on development. The industrial revolution 4.0 era must be addressed with a full sense of responsibility. Educators must try to evaluate their abilities, always learn and improve themselves to adjust their competencies with the times so that they are not left behind by the times and to be able to carry out teaching and learning according to the digital technology 4.0 development today (Soziduhu, 2019).

Third, UNHI Denpasar also continued to improve the status, from PTS to Legal Entity PTN (PTN BH). Efforts to improve the status of the university were still in the process. This effort need to be accompanied by various improvements, including the administrative systems development and teaching and learning activities based on digitalization.

Fourth, efforts to intensify three semester learning process outside the study program by intensifying the " Incubator Business Unit" within the UNHI Denpasar environment. The implementation of the Independence Campus policy in producing a superior future generation, having an entrepreneurial spirit is specifically discussed in the following subsection 4.2.

4.2 The Academic System Digitalization of Independence Campus at UNHI Denpasar in the Local Wisdom Development based on Entrepreneurs

[1] Independence Learning Policy - "Independence Campus" was in accordance with the Education and Culture Ministry Regulation No. 3 of 2020 concerning National Standards of Higher Education. "Independence Campus", which was a "three semester learning rights outside the study program" was to improve graduate competencies, both soft skills and hard skills, to be more ready and relevant to the needs of the times, prepare graduates as future leaders of the nation who excel and personality (Dikti, 2020). In accordance with this policy, the digitization of the Independence Campus academic system in the UNHI Denpasar environment was developed to produce young entrepreneur based on local wisdom.

The policy implementation of Independence Campus based on digitalization implemented in UNHI Denpasar environment was carried out in the form of websites development to support the activities of UNHI Denpasar campus as follows. **First**, the digitalization of administration development at UNHI Denpasar campus, among others related to the Online Student Admission System (SPMB), the online SPP payment system, and the online financial system. Online campus financial system became very important, because errors in calculations due to human error can be reduced, on the contrary the transparency and accountability of the campus financial system can be guaranteed. In addition, UNHI Denpasar also developed a campus academic system or SIAKAD, which was a system of academic and non-academic data management. With SIAKAD also helped universities in reporting academic data to the central government (PDDIKTI), and also as a data hub for making campus development decisions. The following was the testimony of an informant, related to the UNHI Denpasar websites development.

> "The academic system digitalization of the UNHI Denpasar campus is intensively applied to support administrative activities and the online learning process. There was a special staff of websites that are regularly tasked with updating data and information related to administrative services and academic processes that take place in the UNHI Denpasar environment. The UNHI Denpasar Websites were developed to support the Integrated Information System (IMISSU), e-Learning which is equipped with a Syllabus, Learning Event Unit (SAP) as well as lecture material in various scientific fields. E-learning UNHI Denpasar has also been equipped with various scientific journals, e-Library with sufficient reference books, and Knowledge Center, a site that provided references related to government policies related to education (Putu Arsa, 36 years old, websites manager UNHI Denpasar, interview May 1, 2020).

Second, the academic system digitalization of "Independence Campus" UNHI Denpasar is supported by the digital library development (e-library) with the main activity: digitalizing information, namely the process of changing various information, news, or

news from analog format to digital format so that it was easier to produce, stored, managed and distributed. The digitalized information can be presented in the form of text, numbers, audio, visuals, which contain ideology, social, health and business. In the current e-library pilot stage, the Denpasar UNHI library seek to make various digital library collections and photocopying functions. Some of the equipment needed to digitalizing include: computers, operators, scanners, and of course the appropriate software to carry out this activity. The printed document that is transferred to digital form would require an application, namely Adobe Acrobat (Pdf) or Omnipage. Furthermore, for audio documents to be moved or transferred to digital, an application called JetAudio or CoolEdit or another application that had the same function must be used (Utomo, 2019).

Figure 2
UNHI Denpasar students can follow campus activities through websites

As stated by Utomo (2019), e-library developed by Higher Education had potential and strategic value in preparing local reference wealth. In this connection, UNHI Denpasar is developing an online reference service, including providing references on the traditional Balinese Usadha treatment system such as the informant's name as follows.

"Even though the era has entered the 4.0, yet the traditional medical system is still trusted by the community. Here, Balinese had extraordinary wealth, including the wealth of medicines from various plants that grown on Bali island, as well as Balinese Usadha system which still played a role in the health of modern Balinese today (Ida Bagus Sutama, 59 years old, Usadha Balinese practitioner, interview, 1 April 2020) ".

Balinese had a bio-cultural source of reference for traditional medical systems, both written in the palms, oral traditions, and living and applied by Balinese (Jirnaya, 2011, Rasna, 2013). With its potential, Balinese Usadha medical system can be applied in anticipating a variety of Balinese public health problems as an excess of the dynamics of globalization today.

Third, e-learning systems development, including online lectures, online student guidance and examination processes. The application of Information and Communication Technology (ICT) has driven fundamental changes in human daily life, including in learning and teaching activities with e-learning systems. Of course, e-learning development was in line with the setup of e-libraryUNHI Denpasar. UNHI Denpasar e-learning system which is equipped with the e-library can be directly used as a vehicle in building competitive human resource quality in the face of the current 4.0 era.

E-learning that is being developed in Higher Education was information and communication technology to enable students to learn anytime and anywhere (Dahiya, 2016). In general, e-learning had two types, synchronous and asynchronous. Synchronous meant at the same time. The learning process took place at the same time between the teacher and students. This allowed direct interaction between educators and students online. In its implementation, synchronous training required educators and students to access the internet simultaneously. Teachers provided learning material in the form of papers or presentation slides and students can listen to presentations directly through the internet. Students can also ask questions or comments directly or via chat to lecturers. Synchronous training was a picture of a real class, but it was virtual and all students are connected via the internet. Synchronous training often is also referred to as virtual classroom (Akhmaloka. 2018).

Furthermore, Asynchronous meant not at the same time. Students could take different learning time with the teacher who provided the material. Students can access learning materials anywhere and anytime from the website and e-library according to the topics discussed. Learning could take the form of reading, animation, simulation, educational games, tests, quizzes and task collection.

Table 2
E-Learning Technology

No	Applications	Function
1	WA, SMS, Line	• Communicatin,
2	Email	• Coordination, • Send-Receive Documents
3	Zoom	• Virtual classrooms
4	Google Meet	(teleconference)
5	Webex	
6	E-library	• Online Library

Source: processed from various sources

Table 2 shown some of the applications available to support the online teaching and learning process. The learning process is carried out in the form of online classes - where educators interact directly with students online (teleconference). In this Synchronous training learning the Zoom application is used, a video conferencing device (video call with many audiences). Educators can also display what is on a laptop screen (screen sharing) to students. The free zoom is only 40 minutes long with a maximum of 100 participants. In addition to zooming, Google Meet and Webex can be an educational choice in delivering material to students live (Soziduhu, 2019).

Online learning such as activities and online exams have been implemented at UNHI Denpasar using the WEBEX and ZOOM application facilities. Figure 3 and Figure 4, show online exam and lecture activities at UNHI Denpasar.

Figure 3.

Lecturer Display in UNHI Student Online Examination Activities
(Source: Websites UNHI Denpasar, 2020)

Figurer 4
Display of UNHI Student Online Examination Activities from Home
(Source: Websites UNHI Denpasar, 2020)

As the main activity in campus, e-learning need to be managed seriously. According to Hanum (2013), e-learning management included several things, namely: (a) learning planning was basically a description of some activities and actions that would be taken during the learning process. E-learning based learning planning applications contain plans, estimates and a general description of learning activities using computer networks, both intranet and internet. The scope of learning planning included four main components,

namely objectives, teaching materials or materials, teaching and learning activities, and evaluation; (b) the design and manufacture of teaching materials. In the process of learning content or teaching material played an important role because it is directly related to the learning process of participants (students). Teaching material was an object of learning that was one of e-learning success parameters through the type, content and weight of teaching material; (c) delivery of learning. Learning by e-learning is learning by utilizing internet technology to improve the learning environment with rich content with broad scope; and (d) evaluation of learning implementation. Learning evaluation was an indicator tool to assess the achievement of predetermined goals and to assess the overall teaching implementation process. Evaluation was not just to assess an activity spontaneously and incidentally, but was an activity to assess something in a planned, systematic, and directed based on clear objectives (Rusman et al, 2011: 42).

Fourth, academic system digitalization of "Independence Campus" in the UNHI Denpasar environment also supported real work lecture (KKN) and fieldwork practices (PKL) conducted by undergraduate students. Through digital systems, monitoring, coordination and reporting of PKL and KKN activities are now done online. Through the zoom application, Google Meet, or Webex fellow students and their supervisors can coordinate online.

Fifth, the policy implementation "Independence Campus" about the redefinition of *SKS* (Semester Credit Unit) and giving the widest possible space for each student to improve their competence for 3 semesters by taking courses outside the study program on campus or off-campus learning activities. This policy was also a mainstay of PT programs so that students are able to achieve the title as graduates who had complex problem solving abilities in the industrial 4.0 era (Witono, 2020). Bachelor degree in any field required additional competency (ability) when entering the community. The working world of the digital era now required full competent, multi-talent human resources, that was experts in their fields, but did not stutter with the diversity of problems in their work environment, are skilled in their knowledge but remain interdisciplinary and had strong character. For this reason, UNHI Denpasar opened opportunities for students to take 3 semesters outside their study program. The activities for 3 semesters that can be taken include: apprenticeships / work practices, village projects, teaching in schools, student exchanges, research, entrepreneurship, independent projects and humanitarian activities.

The implementation of the student skills development in the UNHI Denpasar environment for 3 semesters was carried out through the optimization of the " Incubator Business Unit" which was promoted in tertiary institutions. Incubator business at Higher Education / Universities were now a must. Incubator business provided facilities and developed soft-skills and hard-skills capabilities for tenants and prospective entrepreneurs, so that they become superior, strong, independent, competitive, and profitable entrepreneurs. The vision of UNHI Denpasar's incubator business was "To be a reliable and sustainable Incubator Business to develop beginner entrepreneurs in the field of health and medicine focus as well as strong and independent information technology based on Technology and local wisdom in 2025 in Bali. This vision is translated into the following missions: (1) To be a technology-driven entrepreneur and local wisdom in Bali; (2) Helping technology-based start-up to commercialize products based on local wisdom in Bali, and (3) Establishing a sustainable Incubator Business (people, profit, planet).

Incubator Business Unit had the function of assisting, guiding, facilitating and mediating entrepreneurs (entrepreneurship) and striving to become an independent entrepreneur. The UNHI Denpasar Incubator Business Unit (Inbis) continued to facilitate startups (new business entrepreneurs) that emerge, both from students, alumni, and UNHI lecturers, as well as from the general public. Currently, Inbis UNHI Denpasar was developing 2-3 tenants (service users) inwall and 8 outwall tenants. Startups are sufficiently developed in Indonesia to become a trend in incubator business that include college or university students. This was due to the concept and incubation program offered to prospective entrepreneurs who had potential ideas in business (Lutfiani, et al, 2020).
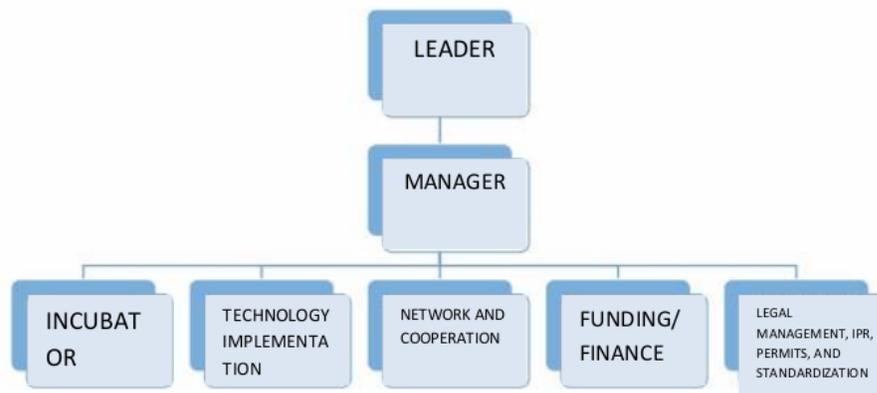

Figure 5
UNHI Denpasar Incubator Business Unit Structure

Figure 5 showed UNHI Denpasar Incubator Business Unit Structure. In it, among others, developed networks and cooperation with other parties. As a higher education institution, UNHI Denpasar Incubator Business Unit has established cooperation with various parties, including cooperation between universities and cooperation between UNHI Denpasar and tourism service companies in Bali. Besides being able to develop self-understanding, students of UNHI Denpasar Incubator Business Unit alumnus can choose work in UNHI Denpasar partner companies.

Figure 6
Herbal Products Sample Incubation Business UNHI Denpasar Alumni
(source. baliexperess.jawapos.com)

In line with Bali potential area as a center for Indonesian cultural tourism, the vision and mission of UNHI Denpasar Incubator Business was to become a technology-driven entrepreneur and local wisdom in Bali. Furthermore, the tenant process (service users) who have been given training, mentoring was a 'startup' that developed business based on local wisdom. Products produced include *Ayurweda* herbal products, percussion and traditional Balinese culture, bridal makeup specifically adheres to literature, and *bebantenan* (offerings) that refered to literature and still prioritized the needs of the community (Rhismawati, 2018). Besides the general public and alumni, UNHI Denpasar Incubation Business training is prioritized for UNHI students as a testimony from the following student.

"I really appreciate with UNHI Denpasar Incubator Business Unit existence. Alumni or students could develop their business talents by following the training and assistance provided, even for the initial stage, novice business people are given initial capital for business development. I see, some alumni friends and students have succeeded, others have developed a travel business, bridal makeup services, and opened an event organizer service in the arts and culture (Gede Ardika, 20 years undergraduate student, FE UNHI Denpasar, interview 30 April 2020). "

The growth of young entrepreneurship that explored the potential of local Balinese wisdom is highly expected in "Independence Campus" academic system in UNHI Denpasar environment in the current digital era. Students from all majors were welcome to take the 3 semester education package outside of their courses, and are given business training at the UNHI Incubator Business Unit in Denpasar. They are given guidance, training and assistance to develop businesses which they interested in. In addition, career

development efforts in UNHI Denpasar academic community are also equipped with a job fair and career center system. The existence of this online job fair system will certainly make it easier to find work for UNHI Denpasar alumni.

V. CLOSING

5.1 Conclusion

1) "Independence Campus" policy based digitalization has been implemented in Universitas Hindu Indonesia (UNHI) Denpasar. The academic system digitalization of "Independence Campus" is urgently applied as part of the application of Higher Education autonomy in developing campus administration and accreditation systems, as well as efforts to improve the status of UNHI Denpasar became a legal entity state university (PTN BH). The digitalization of the learning system for 3 semesters outside the study program is intended to increase the competencies of graduates, both soft skills and hard skills, so that UNHI Denpasar alumni are better prepared to enter the workforce and relevant to the needs of the times.

2) The academic system digitalization of UNHI Denpasar "Independence Campus" is realized in the form of: (a) Website development to support the administration of UNHI Denpasar campus, the Online Student Admission System, the online SPP payment system, and the online and academic financial system campus; (b) e-library development; (c) e-learning activities, online lectures, student guidance and examination processes (S1, S2, S3), (d) Field Work Practices (PKL), Real Work Lectures (KKN) for S1 students in all majors, (e) efforts to improve the competency of skills for students (in 3 semesters) to become young entrepreneurs through the incubator business unit at UNHI Denpasar.

5.2 Suggestion

Training, coaching and mentoring of young entrepreneurs (students) through UNHI Denpasar Incubator Business Unit who have succeeded in creating products based on local Balinese wisdom should be developed.

NOVELTY

Digital application in general has made UNHI Denpasar campus service more efficient, transparent and accountable. Furthermore, the existence of UNHI Denpasar Incubator Business Unit became an effective vehicle for the implementation "Independent Campus" of students who want to develop their business according to their interests and talents outside their study program (for 3 semesters). The principle of link and match between universities and the business world can be realized through the Incubator Business Unit.

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ACADEMIC SYSTEM DIGITALIZATION OF "CAMPUS INDEPENDENCE" IN UNIVERSITAS HINDU INDONESIA DENPASAR IN CREATING ENTREPRENEURS BASED ON LOCAL WISDOM