

## STRATEGIES IN PREPARING PAI STUDENT COMPETENCIES PROSPECTIVE TEACHERS IN THE VUCA ERA: A CASE STUDY AT FTIK IAIN PONOROGO

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### Abstract

Changes in world life that are increasingly rapid and sudden in nature require planning strategies. Likewise, students majoring in PAI need preparedness that needs to be planned to become reliable educators in answering all forms of problems. So, this study aims to explain: The strategy of the PAI department in preparing knowledge of prospective teacher students in the VUCA era, the strategy of the PAI department in preparing the skills of prospective teacher students in the VUCA era. The strategy of the PAI department in preparing the attitude of prospective teacher students in the VUCA era. To answer the above questions, researchers use a qualitative approach with the type of case study. The research results obtained are: (1) The strategy of the PAI department in preparing knowledge of prospective teacher students in the VUCA era, (a) providing motivation for student creativity, (b) interpreting religious teachings, (c) applying a clear vision, (d) development of scientific writing skills, namely Hopefully, when facing a problem students cannot conclude directly but need to be analyzed first through research conducted. (2) The strategy of the PAI department in preparing the skills of prospective teacher students in the VUCA era, namely (a) increasing the quality and quantity that can be honed and improved through hard skills and soft skills. (b) carry out supporting activities to improve students' skills as prospective teachers including internships (teaching assistants and real teaching), micro teaching courses, research methodology courses, and community service lectures. (3) The strategy of the PAI department in preparing the attitude of prospective teacher students in the VUCA era, namely (a) socializing in the community (b) the division of group assignments in class forms the spirit of organization and leadership attitudes.

**Keywords:** Strategy, Knowledge Skill Attitude, VUCA Era

### Abstrak

Perubahan kehidupan dunia yang semakin cepat dan serba mendadak mengharuskan untuk merencanakan strategi. Begitu juga mahasiswa jurusan PAI perlunya kesiapan-kesiapan yang perlu direncanakan guna menjadi pendidik yang handal dalam menjawab segala bentuk problematika. Sehingga penelitian ini bertujuan untuk menjelaskan: Strategi jurusan PAI dalam menyiapkan *knowledge* mahasiswa calon guru di era VUCA, Strategi jurusan PAI dalam menyiapkan *skill* mahasiswa calon guru di era VUCA. Strategi jurusan PAI dalam menyiapkan *attitude* mahasiswa calon guru di era VUCA. Untuk menjawab pertanyaan di atas peneliti menggunakan pendekatan kualitatif dengan jenis studi kasus (*case study*). Adapun hasil penelitian yang didapatkan yaitu: (1) Strategi jurusan PAI dalam menyiapkan *knowledge* mahasiswa calon guru pada era VUCA, (a) memberikan motivasi kreativitas mahasiswa, (b) menginterpretasikan ajaran agama, (c) menerapkan visi yang jelas, (d) pengembangan kemampuan karya tulis ilmiah yaitu Harapannya, ketika nanti menghadapi sebuah permasalahan mahasiswa tidak bisa menyimpulkan secara langsung tetapi perlu dianalisis dulu melalui penelitian yang dilakukan. (2) Strategi jurusan PAI dalam menyiapkan *skill* mahasiswa calon guru pada era VUCA, yaitu (a) meningkatkan kualitas dan kuantitas yang dapat diasah dan ditingkatkan melalui *hard skill* dan *soft skill*. (b) melakukan kegiatan pendukung guna meningkatkan *skill* mahasiswa sebagai calon guru meliputi magang (*teaching assistant* dan *real teaching*), mata kuliah *micro teaching*, mata kuliah metodologi penelitian, serta kuliah pengabdian masyarakat. (3) Strategi jurusan PAI dalam menyiapkan *attitude* mahasiswa calon guru pada era VUCA, yaitu (a) bersosialisasi di masyarakat (b) pembagian penugasan kelompok di kelas membentuk jiwa organisasi dan sikap kepemimpinan.

**Kata Kunci:** Strategi, Knowledge Skill Attitude, Era VUCA

## **Introduction**

The world's existence continues to evolve and enters a period characterized by immense disruptions caused by technological advances. These alterations are classified as volatile for erratic, fluctuating alterations and chaotic for unpredictable, unexpected alterations. (Panji Hendrarso, 2020) In addition to the disruptive era, the turbulence that the world is experiencing today is causing very rapid unexpected changes, the emergence of uncertain events influenced by many factors, increasingly complex and confusing problems resulting in truth and reality becoming very subjective. This phenomenon, referred to as "*Volatility, Uncertainty, Complexity, Ambiguity (VUCA)*", frequently results in the emergence of phenomena that have never been imagined to exist, one of them being the emergence of artificial intelligence. (Wahyuni et al., 2020)

According to a study conducted by the Department of Psychology at Stanford University and cited in the book by Rahayu S. Purnami, 87.5% of a person's success is attributable to a positive attitude, while the remaining 12.5% is attributable to academic aptitude and intelligence. (Purnami, 2014) Therefore, there is a need for a deeper comprehension of what attitudes are and how to have a positive personality and social attitude.

From this phenomenon, universities, particularly those responsible for the study programs of each faculty, will provide actions and means to achieve the desired solutions to all challenges that exist in the VUCA era, as well as alternative solutions to problems pertaining to the development of student preparation. PAI teacher candidate students are expected to have provisions and goals in carrying out the next task in carrying out life struggles (Diah Baiti et al., 2017), particularly in facing the world of work, particularly preparing in the era of very rapid change or VUCA according to its competencies. To adapt to new things in the era of progress and development, skills and competencies are prioritized, particularly in the field of education. In addition, an educator must be able to track the evolution and changes in the quality of education, which must be mastered in order to hone his skills. (Wahyuni et al., 2020).

Based on information obtained through interviews with PAI lecturers, it was determined that there are phenomena that occur during lecture activities, such as the impact of the post-COVID-19 pandemic on student integrity, learning loss, the presence of students who have not yet developed their competencies, and the fact that during lecture activities only a small number of students are responsive and actively participate in the discussion process.

As a reference to previous research, such as Tyas Payesti's 2022 research thesis employing a descriptive qualitative approach and titled "*Readiness to Face the World of Work in the VUCA Era at the Final Student of Islamic Education at Universitas Islam Indonesia*" Tyas Prayesti, "*Kesiapan Menghadapi Dunia Kerja di Era VUCA pada Mahasiswa Akhir Pendidikan Agama Islam Universitas Islam Indonesia*" (Universitas Islam Indonesia, 2022), ix. Indicators of final student readiness to confront the VUCA era include responsibility, flexibility, skills, communication, and self-management. The result of this study is that PAI UII students as a whole are prepared to enter the VUCA-era workforce. These indicators encourage students to be better prepared for the challenges of the VUCA-era workplace. In the VUCA era, it will be easier for students who are competent and meet all indicators of self-readiness to confront challenges in the workplace.

The proceedings of the Baby Poernomo seminar in 2020 case study approach from qualitative research design titled "*The Role of Higher Education in Preparing Future Leaders for the VUCA Era.*" (Poernomo, 2020) This study seeks to answer the questions of how universities prepare students as national resources for the VUCA era and what factors must be in place for students to possess the necessary competencies for the VUCA era. This study demonstrates that in order for students as future leaders to be prepared for the VUCA era,

they must possess both hard and soft skills, as well as the ability to apply each positive element of VUCA, namely vision, understanding, clarity, and adaptability, in the era of disruption. This research contributes to the development of human resources in higher education. For further research, it is recommended to investigate how universities prepare the leadership debriefing model for the VUCA era using various approaches.

POLYGLOT: Scientific Journal, research by Meiva Marthaulina Lestari Siahaan, Melda Jaya Saragih, and RIny Oktora Purba in 2020 from the University of Timor Kefamenanu NTT, Universitas Pelita Harapan Tangerang Banten, and SMA Kristen 6 Penabur Jakarta using a qualitative descriptive approach titled "Character Building of Prospective Teacher Students as Supporting Personality Competencies"(Siahaan et al., 2020) On the basis of the obtained data and the analysis of the research findings, it can be concluded that teacher personality competence plays an essential role in accomplishing educational objectives. This personality is shaped by every experience a person has. This experience will shape a person's perspective and way of thinking, manifest itself in their behavior, and contribute to their demeanor. Therefore, it is essential that MCG implement Field Experience Programs (PPL) in schools. During PPL, this research will examine how the MCG's character, such as caring, willingness to share responsibility, and sensitivity to student needs, is perceived from their perspective.

In addition to Al-Tarbiyah: The Educational Journal of research by Opik Abdurrahman Taufik and Suprpto using library research methods and the results of FGD studies titled "Realizing Competent PAI Study Program Graduates According to the Needs of the Workplace."(Taufik & Suprpto, 2021) This study examines and analyzes the literature of Islamic Religious University curriculum laws and regulations, as well as curriculum development studies at several Indonesian PTKI. This curriculum was developed with the primary goal of integrating PAI program graduates into diverse disciplines and industries. The Indonesian National Qualifications Framework (KKN) is a resource for curriculum development and quality mapping. To produce competent graduates, the religious education curriculum at Islamic Religious Universities (PTKI) must be further developed. On the basis of the data analysis and workshop outcomes, it can be concluded that the respective study program associations will determine the graduate profile of each study program. The achievement process begins with determining the appropriate number and names of courses based on the graduate profiles, as well as preparing adequate facilities and qualified instructors and staff. For the implementation of teaching practices and the acquisition of certificates or Certificate of Diploma Companion (SKPI), collaboration with agencies and partners outside the campus is crucial. Graduates will be competent due to the synergy between lecturers and excellent leadership.

This study sought to determine the PAI department's strategy for preparing prospective teachers' competencies for the VUCA era. The subject of the investigation was an IAIN Ponorogo case study. This strategy was used as an alternative measure by the PAI department to prepare PAI students to become competent and dependable graduates capable of meeting the challenges of the VUCA era, particularly after entering the world of formal education. Collectively, future educators will need to anticipate change and adapt rapidly and effectively in order to have effective practice strategies. In relation to this, the PAI department's strategy for preparing prospective teachers will be a bright point in the solution to the problem.

## Method

The technique in this study uses *qualitative descriptive* techniques with a case study type. What is meant by the qualitative method approach is research that does not use statistical processes so that all data is described in the form of narrative descriptions.(Salim & Syahrums, 2007) While case studies (*case study*) is a form of study that has a peculiarity in exploring social conditions around which you feel interested in being studied and researched in the form of

past phenomena that are raised in relevance in the present, or the latest phenomena that occur in amsa now so that it is useful for comprehensive information.(Rusmini, 2017) The study was conducted from December 20, 2022 to January 20, 2023, but before that researchers conducted a pre-study which was carried out from August to November 2022. Primary and secondary data include journals, books, documents, and photos from other people.(Nugrahani, 2014) The primary data consists of 14 informants including the head of the PAI department, the secretary of the PAI department, 4 PAI FTIK lecturers, 3 *fresh graduate* PAI students and 5 active PAI students. Data collection techniques that will be used in this study are structured interviews, observations / sighting, notes of the subject of the object of research to be collected in the form of descriptions, images, and files.(Gemilang, 2016) The data analysis techniques used in the research that researchers conducted are in line with the theory of *Miles & Huberman*, through *Condensation*, *Display data* (Rijali, 2019), and *Verification data*.(Harapah, 2020) checking the validity of data through *Triangulation method*.(Mujahiddin et al., 2019)

### Result and Discussion

The specifications of the strategy of the PAI FTIK department IAIN Ponorogo and related to the form of program implementation that is used as a benchmark for PAI study programs/lecturers in increasing student knowledge in facing challenges in the VUCA era, namely the strategy of PAI study programs/lecturers in handling the renewal and development of science and technology-based education systems to face challenges in the VUCA era: among others: (1) Motivation of student creativity towards the development of science and technology itself where Islamic values are the source of reference; (2) Educating skills in utilizing science and technology products for the welfare of human life in general and Muslims in particular; (3) Creating a strong link between religious teachings and science and technology, and close relationships with scientists who hold science and technology authority in their respective fields; and (4) Instilling broad attitudes and insights to students about the future life of mankind through the ability to interpret religious teachings from their sources that are contextual to the future of human life.

In reality, we implement these strategies in response to contemporary challenges, such as increasing research, community service, and collaboration with others, in order to prepare our students for the VUCA era. This strategy is related to the institute's strategy, so the institute always has a research programme for lecturers and receives funding each year to conduct research and studies in each department, particularly PAI, to determine how the PAI world is evolving. In its implementation, lecturers are encouraged to involve students as research assistants, respondents, or in any other capacity, so that students can gain an understanding of the research landscape. In addition, PAI offers courses that support research, including qualitative, quantitative, and PTK research methodologies, to prepare students to conduct independent research. Therefore, when there is a problem, students cannot jump to a conclusion without first analysing it. Therefore, when students are trained to conduct research, they will become accustomed to analysing a problem so that their conclusions and actions are not arbitrary.

The PAI6M class micro teaching course revealed, based on data gathered from class observations conducted by researchers on Monday, February 13, 2023, from 7:00 a.m. to 8:55 a.m. (WIB) in the IAIN Ponorogo FTIK EO room, that in order to increase student knowledge, prospective teachers (MCG) must modify their perspectives based on their prior experiences. In addition to the speaker, other students stated that micro teaching is a mandatory subject that must be studied in order to prepare future teachers for practicum 2 in semester 7 when they will engage in actual teaching practise. Micro-teaching will be used by lecturers and their colleagues to evaluate strengths to be maintained and deficiencies to be improved. Thus, PAI

teacher candidate students (MCG) will be able to plan for their preparedness prior to engaging in direct learning practises at educational partner institutions.

The following are examples of strategies that recent graduates can employ to address VUCA: Attending PAI educational seminars, PAI learning media seminars, and writing to disseminate PAI knowledge through literacy. 2) Pursue studies at a higher level (S2/S3) to prepare us for careers as professional educators.

In addition to honing their skills in the classroom, we test their skills and attitudes in internship activities (there are internships 1 and 2). We also work with the civil service teacher and the principal to monitor the children there; if something is not right, for instance, it will serve as an evaluation tool for the department. If this meets the requirements of the school, then this represents the standard of the educational institution.

According to the findings of class observations conducted by researchers on Monday, February 13, 2023 from 07:00 to 08:55 WIB in the IAIN Ponorogo FTIK EO room, the PAI6M class micro teaching course honed the creativity of prospective teacher students (MCG) in improving their skills, as stated by micro teaching lecturers.

This is accurate, as the course is one of the programmes that assure eligibility to become a teacher with a bachelor's degree in education. The skills of prospective teacher students (MCG) will be honed through the design of lesson plans, how to manage a good classroom, the study of educational issues and phenomena (via philosophy, capita selecta, and sociology anthropology courses), how to develop educational curricula and manage educational administration management, and how to design engaging media and learning methods in learning. In this course, all students' talents will be assessed. It implies that possessing skills equals competence.

As pupils, we must be capable of multitasking in the face of something that has never occurred before. It is possible that not all of the lecture-learned skills are utilised; we must seek out additional skills outside of class. Must be able to adapt to new environments and be prepared, for instance, if it is to be distributed in a location whose history is unknown. For example, during internships and KPM, we are placed in locations that we are unfamiliar with; therefore, we must be prepared to confront and adapt to a variety of tumultuous social environments that we will occupy in the future. Indirectly, internships and KPM activities become the lens of our future world, and to know how far we can accept the environment and compare us to taking the civil servant/ASN test and then passing means that we must be prepared and comply with everything that has become government policy in achieving educational equity in human resources. At the very least, we should have an overview and seek additional information without fear.

According to the results of data sources found at the Education Financing Service Centre of the Ministry of Education, Culture, Research and Technology, President Joko Widodo has stated that Indonesia must be able to produce superior human resources, specifically those with hybrid capabilities, hybrid knowledge, and hybrid skills. Future students must be well-versed in mathematics, statistics, and computer science, as well as languages, not only English but also coding languages, which will be more important in the future. Moreover, students must always be willing to learn, as changes will occur not only every week or every month, but even every day. (Yanuar, n.d.)

In addition to acquiring the essential knowledge and skills, prospective PAI teacher students must also possess a crucial attitude. Because if a pupil has a positive attitude, he will have a positive self-image in the social realm. Participating in institution-sponsored activities and programmes, such as internships and community service lectures, can help PAI students develop and implement these competencies while they are still in college. When an action or activity requires a risk-taking attitude, taking a step entails accepting responsibility for the hazards that will be encountered.

Supporting activities for students themselves can begin with internship activities 1 and 2 because students can go immediately to school to observe the conditions and learn from teachers in the educational institution how to educate properly and correctly. In addition, other supporting activities are KPM activities because students can go directly into the community and learn a great deal there, including attitudes, social skills, and personality development.

As evidenced by the findings of class observations conducted by researchers on Monday, February 13, 2023 at 7:00 a.m. to 8:55 a.m. WIB in the IAIN Ponorogo FTIK EO room, the PAI6M class micro teaching course, results in the improvement of the skills of prospective teacher students (MCG) related to the attitude component, as it should be that a teacher candidate student (MCG) has an attitude of self-awareness, according to the majority of. Therefore, in class, students present their responses in succession.

In the world of lectures, as students gain more literacy reading knowledge, their attitudes towards the larger community become more socialised in order to foster new social attitudes, as not everyone favours us and they must be adept at placing themselves. And skills increase teaching experience by seeking out new opportunities and challenges, allowing us to know and become prospective educators who are sensitive to problems and phenomena that arise when skills are directly practised. Perhaps neither more nor fewer pupils acquire skills through organisations. Because if we later enter the world of education as a whole, we will be familiar with the appropriate instruction and learning techniques. VUCA is a strategy for facing future challenges for which we cannot predict the nature and circumstances. Individually, when we have a strategy, we cannot have a single strategy; to deal with VUCA, we must have plans A through Z, so that if we are unable to use plan A to confront these challenges, we have other options. From the above interview statement, it can be deduced that prospective teachers in tarbiyah/teacher training students will be expected to balance the need for strategic planning and careful preparation while sitting in lectures with the readiness to develop self-upgrade abilities including knowledge, skills, and attitudes to be used as tools in facing challenges in the VUCA era.

### ***The strategy of the PAI department in preparing knowledge of prospective teacher students in the VUCA era***

As the content of the strategy of the PAI FTIK IAIN Ponorogo department's first and second points, namely developing a quality and comfortable PAI study programme for learning and enhancing academic excellence and quality in the teaching and research of PAI studies, respectively. The data indicates that the PAI department has the authority and right to enhance the excellence and calibre of pupils, particularly in terms of enhancing their knowledge. The description of the PAI major's strategy is based on Goldworthy and Ashley's strategy theory, as cited by Eris Juliansyah in her journal. According to Goldworthy and Ashley, there is a formula in strategy that interprets the future, and the strategy must be able to determine plans, be flexible, and be centred on long-term results. (Juliansyah, 2017)

To prepare prospective teachers for the challenges of the VUCA era, PAI study programmes and professors employ the following strategies: (1) fostering student creativity. (2) Instruction in the application of science and technology for the betterment of life. (3) Establishing a strong relationship between religious teachings and science and technology, and (4) instilling in students' comprehensive attitudes and perspectives regarding their future lives by enabling them to interpret religious teachings from contextual sources.

According to the findings of the vision data from the PAI FTIK department of IAIN Ponorogo, which is to become a study programme that excels in the study of teacher training in Islamic religious education, primary and secondary education levels that are professional and have spiritual integrity in achieving a civil society. In accordance with the findings of the

theory, Jack Ma (Alibaba Leader) stated in his book Tanti Widia Nurdiani that a leader must have a tenacious personality and a clear vision of objectives in order to achieve and/or pursue the desired goal.

***The strategy of the PAI department in preparing the skills of prospective teacher students in the VUCA era***

The PAI study indicates that the PAI FTIK department of IAIN Ponorogo's strategy is to increase the quality and quantity of student service in the community. The PAI department will continue to increase the quantity and quality of community service through a variety of forums and events, based on the collected data. Through training and development, which is the objective of training in order to master the information, abilities, and behaviours emphasised in programmes of instruction, exceptional skills can be enhanced and applied in daily life. By becoming accustomed to public speaking (presentations), attending seminars, and developing multitasking skills, one can refine one's skills. Increase the quantity and quality of community service by means of innumerable forums and events, such as internships and community service lectures.

Baedhowi identifies four methods for improving students' hard and soft skills: integrating learning, empowering instructors, optimising student activities, and collaborating with partners. (Hayati, 2015) According to data discovered by researchers, the PAI department can offer the following programmes to enhance student skills: research development, internship activities, community service lectures, and micro teaching.

***The strategy of the PAI department in preparing the attitude of prospective teacher students in the VUCA era***

On the basis of research findings, to prepare students' attitude competencies in a limited context, such as lecture assignments and group presentations in class, which in fact aid in the formation of organisational spirit and leadership attitudes. This is an imperative plan to form a small organisation, select leaders, and divide tasks until the task is completed effectively.

IAIN Ponorogo found students with self-awareness and growing experience in the PAI department. Prospective teachers will gain a greater understanding of the provisions and preparations required to face a challenge in the VUCA era as they gain experience. Students should practise self-awareness. Because it relates to oneself, oneself is the only person who can motivate development and change. This is also consistent with the findings of PAI student interviews, which indicate that we do not need to wait for changes because we are promptly confronted with very rapid changes a few minutes later.

However, the ultimate result of implementing the institution's planned strategy is the lecturers' hard work in character development. This will be returned to students; if they lack self-awareness, they will experience confusion when confronting future challenges, especially in the VUCA era. As a result, they lack self-awareness as students who are civilization-changing figures in resolving future challenges and reaching future milestones. (Sukmawati & Mustofa, 2022)

In addition to self-awareness, students must have the personality to be leaders who are willing to take risks, as future challenges will be more complex and we will not be able to endure if we do not take swift strategic action. Mahesa, cited in the Anggra Luthfi Journal by Aprilian Mustofa and Ni Wayan Ekawati, explains that risk propensity is the capability of one's creativity in resolving the magnitude of a risk taken in order to achieve the desired results. The greater a person's self-confidence, the more confident he is in his ability to make decisions and his willingness to attempt something new. (Aprilian Mustofa & Ekawati, 2017)

Daring to take risks entails attempting to combat all types of problems. Because students are born to be courageous, ready to confront challenges, and innovative critical thinkers in

their responses to future phenomena. When PAI FTIK IAIN Ponorogo students are assigned lecture assignments in small scopes that must be completed quickly, their lecturers instruct them to develop the attitude and spirit of leaders and to emphasise that all members must work and do their part.

## Conclusion

According to the findings of a study conducted by the Department of Islamic Education, Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Ponorogo on the strategy of the PAI department in preparing prospective teacher students for the VUCA era, the VUCA era will always be a new challenge in which prospective educators must truly prepare so that they are no less competitive and able to survive with all forms of existing obstacles, through turbulence. Faced with Volatility, Uncertainty, Complexity, and Ambiguity, one must have *Vision, Understanding, Clarity, and Agility / Awareness*. There are several conclusions that can be drawn:

The strategy of the PAI department in preparing student knowledge for prospective teacher students in the VUCA era (a) motivates student creativity, (b) interprets religious teachings, (c) applies a clear vision, and (d) develops scientific writing skills, namely Hopefully, when facing a problem in the future, students will not be able to reach a conclusion without first conducting research.

The PAI department's strategy for preparing prospective teachers for the VUCA era, which includes (a) enhancing the quality and quantity of community service in accordance with PAI studies. This implies that the quality of a student's skills can be refined and enhanced through the development of both hard and soft skills. b) Conduct supporting activities, such as internships (teaching assistantships and actual teaching), micro teaching courses, research methodology courses, and community service lectures, to enhance students' skills as prospective teachers.

The strategy of the PAI department in preparing prospective teacher students' attitudes for the VUCA era, namely (a) socialising in the community and (b) the distribution of group assignments in class, fosters the spirit of organisation and leadership.

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