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STRATEGIES FOR PROSPECTIVE PAI TEACHERS WHO ARE PROFESSIONAL AND SOCIALLY MINDED IN THE MILLENNIAL ERA

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Abstract

This research aims to discuss strategies for preparing prospective Islamic Religious Education (PAI) teachers to become professional and big-hearted educators in the millennial era. In the midst of rapid technological developments, cultural dynamics, and increasing social values in education, PAI teacher candidates are faced with a double challenge, namely providing high quality education while building social awareness. This research describes strategies that integrate digital literacy, ethical pedagogy, and community engagement to create resilient and adaptive educators. The type of research used by this author is library research, by collecting secondary data from books, journals, articles, research reports, official documents and other academic sources related to the issue or problem being studied. Some of the key strategies highlighted include developing digital pedagogical skills, improving soft skills such as empathy and adaptability, and collaborative approaches that engage students and the community. These strategies aim to form prospective PAI teachers who not only excel in the academic environment, but also actively contribute to the welfare of society, so that the values of Islamic education can be in line with the demands and expectations of the millennial generation. This research emphasizes the importance of developing teachers who are able to bridge traditional Islamic teachings with contemporary issues, in order to promote balanced and impactful education for future generations.

Keywords : *Prospective, PAI Teachers, Professional, Socially Minded, Millennial Era*

Abstrak

Penelitian ini bertujuan untuk membahas strategi mempersiapkan calon guru Pendidikan Agama Islam (PAI) menjadi pendidik yang profesional dan berjiwa besar di era milenial. Di tengah pesatnya perkembangan teknologi, dinamika budaya, dan meningkatnya nilai-nilai sosial dalam pendidikan, calon guru PAI dihadapkan pada tantangan ganda, yaitu menyelenggarakan pendidikan berkualitas sekaligus membangun kesadaran sosial. Penelitian ini menjelaskan strategi yang mengintegrasikan literasi digital, pedagogi etis, dan keterlibatan komunitas untuk menciptakan pendidik yang tangguh dan adaptif. Jenis penelitian yang digunakan penulis ini adalah penelitian kepustakaan, dengan cara mengumpulkan data sekunder dari buku, jurnal, artikel, laporan penelitian, dokumen resmi dan sumber akademis lainnya yang berkaitan dengan isu atau permasalahan yang diteliti. Beberapa strategi utama yang disoroti meliputi pengembangan keterampilan pedagogi digital, peningkatan soft skill seperti empati dan kemampuan beradaptasi, serta pendekatan kolaboratif yang melibatkan siswa dan masyarakat. Strategi tersebut bertujuan untuk membentuk calon guru PAI yang tidak hanya unggul di lingkungan akademik, namun juga berperan aktif dalam kesejahteraan masyarakat, sehingga nilai-nilai pendidikan Islam dapat sejalan dengan tuntutan dan harapan generasi milenial. Penelitian ini menekankan pentingnya mengembangkan guru yang mampu menjembatani ajaran Islam tradisional dengan isu-isu kontemporer, guna memajukan

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pendidikan yang seimbang dan berdampak bagi generasi mendatang.

Kata Kunci : Calon, Guru PAI, Profesional, Berwawasan Sosial, Era Milenial

A. Introduction

In the midst of rapid technological advances, cultural shifts, and increasing social challenges faced by the global community, the world of education, especially Islamic Religious Education (PAI), needs to make significant adjustments to remain relevant to the needs of the times. Prospective PAI teachers, as agents of change in religious education, are faced with the challenge of providing quality education along with building social awareness among the younger generation. In the millennial era, where information is easily accessible and social values often undergo rapid changes, prospective PAI teachers must be able to integrate academic competence and deep social skills in their teaching practices.

As educators, PAI teachers must master three main competencies consisting of professional knowledge, teaching skills, and the ability to build positive social relationships with students. These competencies serve as the foundation in shaping teachers who are not only competent in teaching, but also have a high social spirit. In this context, it is important to pay attention to the latest theories regarding the teaching profession, educational technology, and character building that are relevant to the challenges of the times.

In recent years, many studies have shown that the role of technology in education is increasingly vital. As expressed by (M, 2014) Educators in the digital era must be able to utilize technology to create a more interactive and engaging learning experience for students, especially for the generation known as "digital natives". Therefore, prospective PAI teachers must not only master the teaching materials, but also have the ability to utilize technology effectively in learning. This technology utilization can be used to improve the quality of Islamic teaching that is more contemporary, interactive, and in accordance with the times.

Furthermore, research conducted by (Fauzi, 2020) mentioned that character education in the classroom is one of the important keys in building students' social character, especially in facing increasingly complex social challenges. In this case, prospective PAI teachers have a strategic role to not only teach religious knowledge, but also direct students to a broader understanding of empathy, tolerance, and interfaith peace. PAI teachers in the millennial era are expected to be able to become models that prioritize inclusive, empathetic, and caring attitudes towards social change.

This study aims to discuss and identify strategies that can be applied to prepare prospective PAI teachers who are professional and socially minded, taking into account technological advances, cultural dynamics, and existing social challenges. By combining the latest theories related to educational technology, professionalism competence, and social character development, this study is expected to contribute in shaping prospective PAI teachers who are not only academically proficient, but also play an active role in building a young generation with integrity, social, and ready to face the challenges of an increasingly complex world.

B. Literature Review and Hypothesis Development

The literature review in this study is the results of research by Nurul Yaqin et al entitled the role model of teachers as the principle of student character education in the era of society 5.0 which states that teachers as role models must be balanced with other competencies, namely basic literacy, technological literacy, and human technology. (Nurul Yaqin, 2022). And the challenges of an educator in the millennial era must have several skills, namely: *networking skill, communication skill, thinking skill, nurturing skill, management knowledge*. (Ikhfi Imaniah, 2022)

Nur Illahi's research entitled The role of professional teachers in improving student achievement and the quality of education in the millennial era concluded that professional teachers: First, teachers must fulfill core competencies and expertise as educators. Second, a teacher is able to build a career and develop themselves and improve their skills to keep up with the pace of changing times. Third, teachers are able to maintain a social spirit. (Illahi, 2020)

Based on some of the articles above, there are similarities and differences with the article that the author compiled. The similarity is to discuss professional teachers in the digital era or society 5.0 era. The author focuses on professional teacher strategies, as well as having a big heart in the millennial era.

C. Research Method

In making and compiling this research article, the author uses library research method, which is a method used by studying and analyzing various reference sources, both from books, journal articles, even from analyzing various reference sources, both from books, journal articles, even from previous research that has a relationship with the object of our research.

Previous research that has a relationship with the object of research that we researched, also other sources that support this research. (Nanang Faisol Hadi, 2021)

The topic of discussion in this article is the strategy of prospective PAI teachers, who are professional, and have a great spirit, in the millennial era. It is intended to review and prepare prospective PAI teachers who are professional and have a great spirit in the millennial era in various scientific literatures. The data used were obtained from data that were clear and relevant to the relevant to the problem to be studied. This method is carried out by collecting, adapting, and summarizing data through a scientific journal and books according to experts to overcome the problem, and books according to experts to overcome the problems of this research.

D. Discussion

1. Strategi Calon Guru PAI yang Profesional

In general, a strategy can be interpreted as an outline of direction for action in order to achieve predetermined goals. (Pahrudin, 2017). Strategies are used to obtain success or success in achieving goals. In the world of education, strategy is defined as a plan, method, or series of activities designed to achieves a particular educational goal. (Zainiyati, 2010)

The strategy in question is a way, technique, effort, model, tips, tricks that prospective PAI teachers do in facing the millennial era. Meanwhile, PAI teacher candidates are prospective educators who teach Islamic teachings and guide students towards achieving maturity and forming a Muslim personality with morality, so that there is a balance of happiness in the world and the hereafter. The author argues that PAI teacher candidates after graduating from the undergraduate level can teach PAI subjects in elementary, junior high, high school / vocational school. And if teaching in MI, MTs and MA teach the subjects of aqidah akhlak qur'an hadith, fiqh, SKI. Before plunging into the world of formal education, prospective PAI teachers must have a basis for professionalism as a teacher.

Professional teachers as quoted (Farihin, 2022) are responsible teachers and have characteristics which according to Wens Tanlain et al are: (1) accept and comply with norms, human values,. (2) Assume the task of educating freely, courageously, and joyfully. (3) Aware of the values associated with their actions and the consequences that arise. (4) Respects other people, including students. (5) Wise and careful. (6) Piety towards God Almighty.

The 6 points above must also be attached to prospective PAI teachers, as Arlina et al stated that the efforts of PAI students in facing the challenges of the digital era are digital literacy, innovation of methods and varied media, following curriculum developments, quality human resources, preparing materials that are in accordance with the original source. (Arlina, 2021)

A person is said to be professional if they master the field of knowledge, obtained through the educational process, adhere to a code of ethics, get recognition from the community and always try to transfer knowledge. In addition, prospective PAI teachers must have a big heart in facing challenges in the millennial era because there will be many intersections with the pros and cons in carrying out their duties, main points and functions.

2. Having a Great Spirit in the Millennial Era

Teachers who have a great spirit in the millennial era have the following characteristics: First, adaptive to change, including: endeavoring technological advances, innovating to create learning models. Second, open-minded and tolerant by appreciating the diversity of students' thoughts, supporting students to think critically and creatively. Third, encouraging communication to strengthen students' enthusiasm to develop and believe in themselves. Fourth, having a strong sense of empathy by exploring the psychological and learning needs of students, especially in facing the dynamics of the millennial era and emotionally supporting students in facing life's challenges, including the impact of social media and mental health issues and building moral values, ethics, and strong character in students. Fifth, think long-term by equipping students with 21st century skills, such as critical thinking, communication, collaboration and creativity and encouraging digital literacy and responsible use of technology. Sixth, leadership spirit characterized by always being an example in every behavior, enthusiasm for work and always making changes towards a more positive direction in their community. Seventh, lifelong learning by developing competencies through workshops, seminars and training on learning by collaborating with supporting institutions or agencies. Eighth, utilizing technology wisely by using social media and learning applications that support education and directing students to use technology productively.

From the results of research by Herdian Kertayasa et al, it was concluded that the concept of the ideal teacher according to (Herdian Kertayasa, 2023) namely: a) PAI teachers

have the competence of knowledge, preparation of teaching materials and can be delivered to students ('alim), b) Avoiding shubhat (unclear) matters and keeping away from haram acts (wara'), c) Realizing the importance of having an empathetic attitude, being able to feel the feelings of their students, and being able to accept the various shortcomings of their students (old age / mature), d) Able to realize spiritual values and familiarize themselves with giving examples (authoritative), e) Accustomed to accepting various shortcomings, can reflect a humble attitude towards students (generous), f) PAI teachers are accustomed to giving advice, care, patience and perseverance in dealing with students (patient and compassionate).

Teachers today are different from teachers in the past. Teachers of the past were educators who served as the sole source of knowledge for students. They tended to use more traditional teaching methods, such as lectures, memorization, and routine exercises, with the main focus on discipline and mastery of subject matter. Teachers in the past were also often seen as respected authority figures, and interactions with students were usually formal.

In addition, technology is not yet part of the learning process, so teachers rely more on textbooks, whiteboards and simple tools. Their role was more centered on directing students to obey the rules and achieve the prescribed educational standards. Although the challenges were different, teachers of the past contributed greatly in shaping the generation of their era with strong values of discipline, ethics and responsibility.

Today's teachers, often referred to as millennial teachers, face much different challenges and dynamics compared to teachers in the past. They are not only required to master conventional teaching methods but also to be able to utilize digital technology, such as online learning, social media, and various educational applications. Millennial teachers are also more flexible in their teaching approach, adapting learning methods to the needs of generation Z and Alpha who are more familiar with technology from an early age.

The characteristics and habits of the millennial generation, including millennial teachers, are: first, the millennial generation prefers gadged over TV. Second, millennials are obliged to have social media accounts. After a study that showed that Indonesia ranked 3rd in the world regarding the use of social media. Third, the millennial generation does not like conventional reading.

3. **Strategies for Professional and Great-Souled Islamic Education Teacher Candidates in the Millennial Era**

In the millennial era, teachers are required to be educated about 21st century life skills or

better known as 4C (Creativity, Critical Thinking, Communication, Collaboration) (Santoso, 2020). To face the era of industrial revolution 5.0 that we can prepare include: Leadership, in the era of society 5.0 we are required to be leaders for ourselves and dare to make decisions on challenges and be ready in any situation. Foreign language skills, especially English. Because in this era there are no restrictions to communicate across countries, and also now all current technology systems provide instructions in English so it is mandatory; IT technology becomes the main driver also now all current technology systems provide instructions in English so it is mandatory; IT technology becomes the main driver. (Almirah Nur Sakiinah, 2022)

Think critically to be able to solve problems and find the source of the problem to its roots. Critical thinking and analyzing the problems that occur will be able to find an effective and efficient solution; have high creativity. This is because in the 5.0 era everything is technology-based and we are still required to continue to innovate to keep up with the times. Harnessing the power of AI, we can optimize the learning and teaching experience, and accelerate the overall progress of education. Basic literacy skills, namely data literacy (ability to read, analyze, use information in the digital world), technological literacy, understanding how machines work, technology applications (coding, artificial intelligence, machine learning, engineering principles, biotech), and human literacy (humanities, communication, and design). Most importantly, educators must instill characters that reflect Pancasila students, namely having initiative, high curiosity and persistence, adaptability, leadership, and social and cultural awareness.

Educators must have digital skills and creative thinking.. Educators must be more innovative in teaching by adjusting to the times. In an increasingly modern era, educators are also required to be able to use various applications that can support the implementation of learning activities.

The role of Islamic education in shaping student character is carried out through the following activities: (1) Intracurricular activities: in this activity, teachers insert character in the lesson process in all subjects, namely Qu'ran Hadith, Fiqh, History of Islamic Culture, Arabic Language, and Aqidah Akhlak. The trick is that the teacher directly connects moral material with character, (2) extracurricular activities, including: including tilawatil Quran (reading the Quran) using the digital literacy method, tahfidzul Quran, khitabah, hadroh and calligraphy. Through these two types of activities, the following characters are built: religious, honest, love to read, responsible, independent, respect for achievement, social care and hard

work. If they have these characters, then students are ready to face the industrial era 4.0.

E. Conclusion

Prospective PAI teachers in the millennial era must be able to become figures who have a big, creative, and flexible spirit in facing the dynamics of the times, while still adhering to the basic principles of Islamic teachings. Through a strategic approach, they have the potential to become a driver of change that creates a millennial generation with Islamic character and competitive at the global level.

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