

AI-Quran-Based 21st Century Leadership Basic Training for Adolescent Students

Muhamad Taufik Bintang Kejora^{a)}, Ilham Fahmi, Muhamad Reza Pahlevi

Universitas Singaperbangsa Karawang

Corresponding Author: muhamad.taufik@fai.unsika.ac.id 1

ABSTRACT

The reality of 21st century life is known as the era of disruption of the industrial revolution 4.0 which confronts students with a life full of uncertainty, complexity, fluctuation and ambiguity. The students need an education through training that can form a leadership spirit with mastery of 21st century skills based on the Qur'an as the identity of the santri. Community service aims to form the leadership spirit of students to be able to be competitive in the era of the industrial revolution 4.0 with mastery of 21st century skills based on the practice of the values of the Qur'an. The training method was implemented for no less than 20 students of the Al-Hidayah Islamic Boarding School by implementing the health protocol as recommended by the government. The training process is carried out through caramah, games, fun learning, questions and answers, discussions, case studies and quizzes. As a result, the students were very satisfied with the training and felt it was useful for the development of knowledge, skills, motivation, and enthusiasm to be ready to face challenges in the 21st century by becoming a person with the Qur'an. Furthermore, 80% of the participants felt that it was very necessary for the continuation of the training in the future.

Keywords: Training, Leadership, 21st Century Skills, Al-Qur'an

INTRODUCTION

Leadership has always been a "Trending Topic" in the world of Islamic boarding schools, especially regarding the regeneration of the younger generation of Islam as the nation's successor (Ramaditya et al., 2020). And perhaps broadly, issues concerning leadership have even received special attention from researchers around the world (Bedrule-Grigoruta, 2012). And it cannot be denied that leadership is one of the prehistoric elements that contributed to the formation of society and the development of human history (Mohammad Anisur Rahman, 2012; Morning Star et al., 2021; Nurlela & Solahudin, 2016).

Pesantren as Islamic educational institutions have made a real contribution and played an important role in creating the leadership of the nation's young generation who are religious, nationalist, and Islamic (Aisyah et al., 2021). This role is not limited to education and human resource development, but also includes a central function in improving social aspects and people's lives (Gazali, 2018: 95).

In the midst of the rapid development of civilization and technology in the 21st century, this certainly presents a different challenge than before (Sittika, Taufik, et al., 2021). The development of the industrial revolution 4.0 and the advancement of the internet has changed the system of life in various aspects, so that pesantren education must also be able to prepare students who are tough to face global developments in the era of revolution 4.0 which is increasingly rapid, ambiguous and full of uncertainty. (Taufik, 2020; 96). Santri are required not only to master religious sciences, but also to be able to adapt, compete and collaborate in the face of increasingly rapid global developments. In other words, students are required to be able to balance between worldly skills and the afterlife practice (Muali et al., 2020: 132).

In the current era, students are not only required to be good at Islamic sciences. But they also need to master 21st century skills (Britchenko et al., 2018:116). US-based Partnership for 21st Century Skills (P21), identified 4 skills needed in the 21st century known as the 4 C's

(Zubaidah, 2018: 2) namely critical thinking skills, creative thinking skills, communication skills, and collaboration skills (Pilgrim, Jodi, Martinez, 2011).

Pondok Pesantren Al-Hidayah Purwakarta, making the formation of a generation of students who have a 21st century leadership spirit that is Qur'anic and able to compete in the era of globalization as one of its vision and mission. However, so far, basic leadership training is still rarely carried out and there is no systematic training curriculum so that it is not optimal in directing insights, attitudes and leadership skills to students. Existing training so far only focuses on aspects of knowledge about Islamic boarding school values and has not developed 21st century skills.

The team of lecturers from Singaperbangsa Karawang University collaborated with the Al-Hidayah Islamic Boarding School in carrying out basic training of Al-Qur'an-based leadership and 21st century skills for young students. This activity is a form of tridharma of community service which aims to broaden insight, strengthen character, and build the skills of the students to be ready to become leaders who make the Qur'an a life guide and 21st century skills as life skills to be able to compete and collaborate in the global era. . The hope of this activity is that the students have the Qur'anic spirit and 21st century skills that can be useful for themselves and the community. In addition, this training activity is also expected to inspire partner institutions to develop an education system for basic student leadership training.

METHOD

Community service (PkM) is carried out using the training method (Sudarwati et al., 2020) for 2 days involving no less than 20 students. Leadership training is held to equip young santri so that they can appear with strong confidence and confidence in facing the global challenges of the 21st century while still being guided by the Qur'an.(Prime & Rahman, 2019).

Collecting data using observation, interviews, documentation and questionnaires. Observations were carried out during the activity with the assistance of an observer (van Laar et al., 2020). Documentation in the form of photos, videos and other relevant documents. Interviews were conducted with several participants and boarding school administrators. And the questionnaire was used to determine the participant's response and as an evaluation material for PkM implementers.

RESULTS

This PkM program is held at the Al-Hidayah Islamic Boarding School which is located at Gg. Carnation RT 35/04, Nagrikaler, Kec. Purwakarta, Kab. Purwakarta Prov. West Java. The initial stage of this activity is initial observations to analyze problems, partner needs, discussions, and requests for permission to carry out community service activities with the leaders of Islamic boarding schools. From the results of the discussion, the leadership of the Islamic boarding school enthusiastically welcomed and supported the PkM program that was carried out. The activity was carried out by utilizing one of the classrooms at the Al-Hidayah Islamic Education Foundation. PkM activities are carried out face-to-face by implementing strict health protocols. The event organizers prepare hand washing areas, hand sanitizers, masks, and spraying disinfectants before and after the event.

The activity was opened by the leadership of the Al-Hidayah Islamic Boarding School and introduced the lecturers and the PkM implementation team. Then continued with the implementation of training for young students.



Figure 1. Opening of Training Event

The young students who attended this activity were given material on:

1. *Way of My Life and Be My Self*: The concept of a happy life based on the Qur'an
2. Global challenges and 21st century skills
3. Transformational leadership
4. Group dynamics
5. Share and ask questions

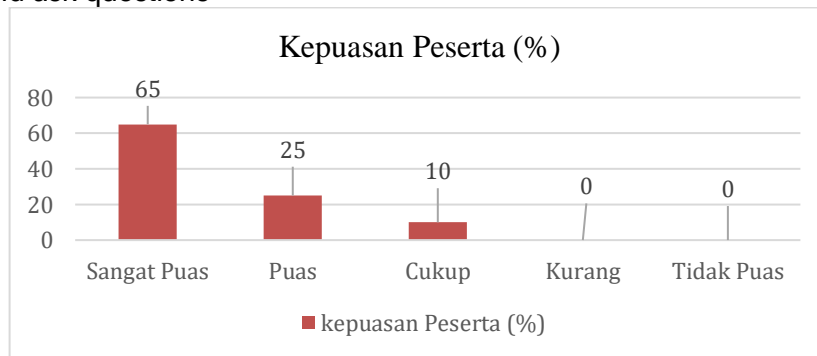


Figure 2. Training Participants Satisfaction

Of the 20 participants, 13 people (65%) said they were very satisfied with the leadership training carried out. 5 people (25%) said they were satisfied, and 2 people (10%) said they were quite satisfied.

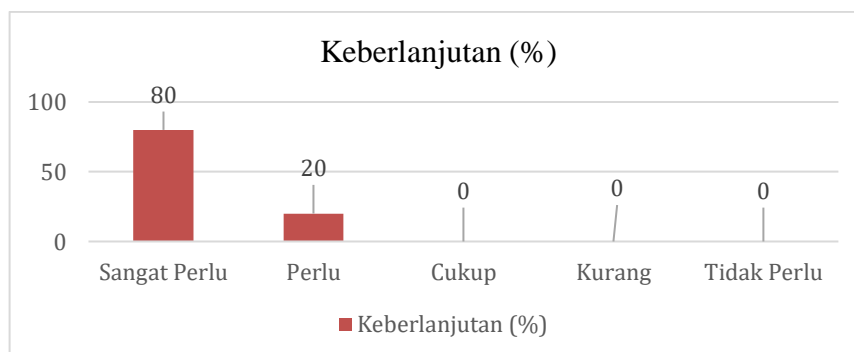


Figure 3. Training Continuity

A survey was also conducted to find out the participants' responses regarding the need for sustainable leadership training in the following year. Of the 20 participants, as many as 16 people (80%) stated that it was very necessary, and the remaining 4 people (20%) stated that it was necessary to carry out ongoing training.

DISCUSSION

In the first session discussed about the material "Way of My Life and Be My Self: The concept of a happy life based on the Qur'an". The material was delivered through power point

presentations, motivational videos, lectures, and questions and answers. The purpose of delivering the material is to introduce the nature of Allah's leadership and human leadership as caliphs on earth in carrying out divine missions as described in the Qur'an Surah Al-Baqarah: 30.



Figure 4. Leadership Training

In the second session discussed on “Global Challenges and 21st Century Skills”. This session discusses the current conditions regarding the industrial revolution 4.0 which is also known as the era of disruption which has the characteristics of uncertainty (uncertainty), complexity (complexity), fluctuity (fluctuations), ambiguity (dualism) which has an impact on human life (Sittika, Karawang, et al., 2021). This era affects human life to be able to make rapid adjustments to any fundamental changes in life (Muhammad Taufik, 2020). To be able to face these challenges, there are 4 skills needed in the 21st century known as the 4 C's namely critical thinking skills, creative thinking skills, communication skills, and collaboration skills (Huang et al., 2016).

The material is delivered in a humorous, interactive and fun way, accompanied by several examples of cases that train participants' ability to analyze and develop 4 C skills. In the presentation of the material, the basic verses of God's Word explain the importance of a leader having a healthy physique, broad insight and broad knowledge. as confirmed in the QS Al-Baqarah: 247.

Third session The training was filled with material on “Transformational Leadership”. In this session, participants were introduced to an outline of the basics of leadership, definitions, types of leadership, and general goals of leadership . Then in more detail it is explained about transformational leadership which is one form of leadership that is believed to be able to balance the mindset and reflection of the new paradigm in the flow of globalization. Transformational leadership, described as a leadership style that can arouse or motivate employees, so that they can develop and achieve performance at a high level, beyond what they previously thought. In addition, transformational leadership style is considered effective in any situation and culture (Addin et al., 2020). Transformational leadership is a leadership style that can arouse or motivate employees, so that they can develop and achieve performance at a high level, beyond what they previously thought. (Kejora, 2019).



Figure 5. Submission of 21st Century Leadership Concepts

In this third session, the characteristics of transformational leadership are explained, including 4 components, namely: 1) Idealized Influence: Leaders who behave as role models, are

admired, respected, and trusted. The leader is willing to take risks, is reliable, and has good morals and ethics; 2) Inspirational Motivation: Leaders who show enthusiasm and optimism, and create a work atmosphere that is committed to achieving the goals and vision of the organization, as well as leaders who are able to communicate high expectations, focus on efforts/efforts and express important goals in a simple way; 3) Intellectual Stimulation: Leaders who encourage the creativity of their followers and encourage new breakthroughs in problem solving; 4) Individualized Considerations:(Ciakaren & Devie, 2014). Participants were formed into 4 groups and then each group made examples of actions from indicators of transformational leadership. In this session, participants were trained to develop 4C skills, to be active and innovative.



Figure 6. Training Participants

Fourth session filled with material "Group Dynamics". In this session, participants were more invited to games, ice breaking and quizzes. The purpose of group dynamics is to introduce to provide insight into the existence of diversity in organizations that need to be addressed wisely and virtuously. An example of a game is that participants are formed into 3 groups. Each participant writes down his full name, nickname, hobby, address of origin, age, and color of the idol. Each group must recognize the characteristics and identity of its fellow members.

Each group must create a group "Yel-Yel" that is motivating and easy to remember, accompanied by a unique movement. There are also games that train togetherness in a team. The mentor has prepared 3 bottles and 3 markers/sticks with 8 strings attached to the sticks. One person is asked to be the leader of each group and the other participants hold one end of the rope and then together put the marker/stick into the bottle. This game really makes the participants cheerful, active, collaborative and trains leadership instructional skills.

Fifth session is sharing and question and answer. In this session, the snowball throwing method is applied. Each participant makes a question on paper about the 21st century leadership based on the Qur'an. The paper is then shaped like a ball and thrown in front of the class. Then each participant randomly takes a paper and answers it verbally. If there are questions and answers that need to be clarified, the mentor will first give the answers to other participants, and reinforcement will be carried out. This activity adds to the familiarity, joy of learning, and strengthens the 4 C skills of the trainees.

Participants claimed that the material presented was very up-to-date, as well as participants claimed that the material presented was very appropriate to their needs. Participants also considered that the material was delivered sequentially and systematically so that they could receive and apply the material well.

The students or training participants also considered that the training resource persons had been able to deliver and conduct the training very well. This assessment certainly cannot be separated from the pedagogic competence of mentors who are able to appear confident, master the material, present material, performance/appearance, and a pleasant teaching style. Although the training room is improvised by utilizing one of the classrooms, with optimal preparation and arrangement it is able to bring comfort to the trainees. Likewise with the media facilities used, with the use of laptops, screen projectors, infocus and sound systems very helpful for effective learning and training.

They considered that leadership training activities had benefits that greatly helped the participants in developing 21st century insight, skills, character, personality, motivation, and enthusiasm to be ready to face the challenges of the 21st century by becoming a person with the Qur'an.

In the last session, the closing of the basic leadership training activities was held. The partners hope that the continuation of PkM activities is not limited to soft skills but also students' hard skills. Partners request that the training materials and curriculum be adopted and developed as the basis for training and leadership development for the students. For this reason, it was agreed that there would be continuous collaboration between partners and the PkM lecturer team to improve the quality of pesantren education in the future.

CONCLUSIONS AND RECOMMENDATIONS

Leadership training activities have been carried out using the offline/face-to-face method by implementing strict health protocols. The offline method was chosen because of the limited internet access and facilities owned by students. The partner party (Ponpes Al-Hidayah) enthusiastically welcomed and strongly supported the implementation of the PkM program. The training was carried out in an educative manner with full of humor, interactive and fun, accompanied by several examples of cases that trained the participants' ability to analyze and develop skills 4 C. The presentation of the material was accompanied by the basic verses of the Qur'an as the divine and spiritual foundation. The training participants considered that the material was delivered systematically with very up-to-date content and according to their skill needs. The performance and competence of the mentor is full of confidence and able to generate interest and togetherness to learn. Although the training room is modest by utilizing one of the classrooms, with optimal preparation and arrangement it is able to provide comfort. Participants in general were very satisfied with the training services and found it useful for the development of knowledge, skills, motivation, and enthusiasm to be ready to face challenges in the 21st century by becoming a person with the Qur'an. Furthermore, 80% of the participants felt that it was very necessary for the continuation of the training in the future. Participants in general were very satisfied with the training services and found it useful for the development of knowledge, skills, motivation, and enthusiasm to be ready to face challenges in the 21st century by becoming a person with the Qur'an. Furthermore, 80% of the participants felt that it was very necessary for the continuation of the training in the future. Participants in general were very satisfied with the training services and found it useful for the development of knowledge, skills, motivation, and enthusiasm to be ready to face challenges in the 21st century by becoming a person with the Qur'an. Furthermore, 80% of the participants felt that it was very necessary for the continuation of the training in the future.

Suggestions for PkM leadership training activities are so that further training can be directed at the efforts of students' hard skills and empowering students to be able to produce products that have economic value. The products produced are not only useful for their own consumption, but can also improve the welfare of the students.

REFERENCES

- Addin, F. N., Bintang Kejora, M. T., & Kosim, A. (2020). Pengaruh Kepemimpinan Transformasional Kepala Madrasah Terhadap Kinerja Guru Di Madrasah Aliyah Ghoyatul Jihad Kabupaten Karawang. *Idaarah: Jurnal Manajemen Pendidikan*, 4(2), 153. <https://doi.org/10.24252/idaarah.v4i2.16673>
- Aisyah, S., Kejora, M. T. B., & Akil, A. (2021). The Influence of Religion in Intra-School Student Organizations on the Character Building of Students at Proklamasi Vocational High School in Karawang. *Jurnal Pendidikan Tambusai*, 5, 3764–3771. <https://www.jptam.org/index.php/jptam/article/view/1466>
- Bedrule-Grigoruta, M. V. (2012). Leadership in the 21st Century: Challenges in the Public Versus the Private System. *Procedia - Social and Behavioral Sciences*, 62, 1028–1032. <https://doi.org/10.1016/j.sbspro.2012.09.175>

- Bintang kejora, M. T., Junaedi Sitika, A., & Syahid, A. (2021). *Penguatan Pendidikan Karakter Berbasis Humanistik Melalui Kearifan Lokal dan Nilai Pendidikan Islam Pada Anak Panti Asuhan*. 19, 112.
- Britchenko, I., Smerichevskiy, S., & Kryvovyazyuk, I. (2018). *Transformation of entrepreneurial leadership in the 21st century: prospects for the future*. 217(Icseal), 115–121. <https://doi.org/10.2991/icseal-18.2018.17>
- Ciakaren, E. H., & Devie. (2014). Analisis Transformational Leadership Terhadap Financial Performance Melalui Employee Engagement dan Job Satisfaction Pada Perusahaan Perbankan Di Surabaya. *Bussiness Accounting Review*, 2(2), 228–237.
- Gazali, E. (2018). Pesantren Di Antara Generasi Alfa Dan Tantangan Dunia Pendidikan Era Revolusi Industri 4.0. *OASIS: Jurnal Ilmiah Kajian Islam*, 2(2), 94–109. <https://www.syekhnurjati.ac.id/jurnal/index.php/oasis/article/view/2893>
- Huang, Y., Ho, S. S. H., Niu, R., Xu, L., Lu, Y., Cao, J., & Lee, S. (2016). Removal of indoor volatile organic compounds via photocatalytic oxidation: A short review and prospect. *Molecules*, 21(1). <https://doi.org/10.3390/molecules21010056>
- Kejora, M. T. B. (2019). Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru. *Jurnal Wahana Karya Ilmiah*, 3(2), 364–384.
- Mohammad Anisur Rahman. (2012). A comprehensive model of 21st century. *Bangladesh Journal of MIS*, 2,3,4 & 5(1), 101–118.
- Muali, C., Wibowo, A., & Gunawan, Z. (2020). Pesantren dan Milennial Behaviour: Tantangan Pendidikan Pesantren dalam Membina Karakter Santri Milenial. *At-Tarbiyat: Jurnal Pendidikan Islam*, 3(2), 131–146.
- Nurlela, E., & Solahudin, D. (2016). Manajemen Pelatihan Dasar Kepemimpinan Santri dalam Pembentukan Jiwa Kepemimpinan. *Tadbir: Jurnal Manajemen Dakwah*, 1(1), 85–101. <https://doi.org/10.15575/tadbir.v1i1.129>
- Perdana, S., & Rahman, A. (2019). Pengenalan Kepemimpinan Dalam Kewirausahaan Pada Organisasi Karang Taruna Di Desa Sukamanis Kecamatan Kadudampit Kabupaten Sukabumi. *Abdimas Siliwangi*, 2(2), 41. <https://doi.org/10.22460/as.v2i2p41-48.2422>
- Pilgrim, Jodi, Martinez, E. (2011). Defining Literacy in the 21 st Century : A Guide to Terminology and Skills 21st Century Literacies Information Literacy. *Texas Journal of Literacy Education*, 1(1), 60–69.
- Ramaditya, M., Effendi, S., & Faruqi, F. (2020). Pelatihan Kepemimpinan Dan Pembinaan Untuk Meningkatkan Kemampuan Para Pengurus OSIS SMA Dan SMK Negeri Di Jakarta Utara. *Celebes Abdimas: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 72–79. <https://doi.org/10.37541/celebesabdimas.v2i2.446>
- Sittika, A. J., Karawang, U. S., Syahid, A., & Karawang, U. S. (2021). Strengthening humanistic based character education through local values and Islamic education values in basic education units in purwakarta regency. *İlköğretim Online*, 20(2), 22–32. <https://doi.org/10.17051/ilkonline.2021.02.06>
- Sittika, A. J., Taufik, M., Kejora, B., & Syahid, A. (2021). *Penyuluhan Pendidikan : Membangun Keterampilan Abad 21 Berbasis Al- Qur ' an & Kearifan Lokal Bagi Santri I- Generation*. 5, 6709–6716.
- Sudarwati, Bagus, Cantika, Cikal, Choirul, Fully, Hafid, Hanung, Lukiyanto, Rizal, & Sylvia. (2020). *Jurnal BUDIMAS Vol. 02, No. 01, 2020*. 02(01), 43–49.
- Taufik, Muhamad. (2020). Strategic Role of Islamic Religious Education in Strengthening Character Education in the Era of Industrial Revolution 4.0. *Jurnal Ilmiah Islam Futura*, 20(1), 86. <https://doi.org/10.22373/jiif.v20i1.5797>
- van Laar, E., van Deursen, A. J. A. M., van Dijk, J. A. G. M., & de Haan, J. (2020). Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review. *SAGE Open*, 10(1). <https://doi.org/10.1177/2158244019900176>

Zubaidah, S. (2018). Mengenal 4C: Learning and Innovation Skills untuk Menghadapi Era Revolusi Industri 4.0. *2nd Science Education National Conference, 13 October 2018*, 1–18. https://www.researchgate.net/publication/332469989_MENGENAL_4C_LEARNING_AND_INNOVATION_SKILLS_UNTUK_MENGHADAPI_ERA_REVOLUSI_INDUSTRI_40_1