

Design Character Education Curriculum in Modern Pesantren Darussalam Gontor to Strengthening the Profile of Santri in Facing the VUCA Era

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Abstract (English)

VUCA (Volatile, Uncertain, Complex, and Ambigüe) is an acronym often used to describe the current state of the world. The world is developing. Technology is the participant that makes the greatest contribution to the development of the world. Technology provides convenience on the one hand but also raises new problems. Big Data, the Internet of Things (IoT), and Artificial Intelligence (AI) are extraordinary inventions that can provide easier, more effective, and more efficient life experiences. However, it also kills other areas of life, such as economics, sociology, and education. Humans will continue to compete to maintain their lives. This study aims to analyze the design of character education in modern *pesantren* to face the VUCA Era. The research methods used are library research and unstructured observation. Modern *pesantren* turn out to have complex character-strengthening education. The dynamics of student activities, from waking up to sleeping again, are unwittingly full of values. Education is not only inside the classroom but also outside the classroom. Modern *pesantren* are miniatures of people's lives. The students not only learn religious knowledge but also learn to live. Qualified individuals are needed to face the VUCA era and have resilience to rapid world changes. It is no exaggeration to say that *pesantren* education can produce quality output with these qualifications. Because modern *pesantren* educate life. What is educated is his discipline, his responsibilities, his qualifications, his competence, and his integrity.

Kata Kunci; Character education curriculum, Modern *Pesantren*, VUCA era.

Abstrak (Bahasa Indonesia)

VUCA (Volatile, Uncertain, Complex, and Ambigüe) adalah akronim yang sering digunakan untuk menggambarkan keadaan dunia saat ini. Dunia sedang berkembang. Teknologi adalah peserta dengan kontribusi terbesar bagi pembangunan dunia. Teknologi memberikan kenyamanan di satu sisi tetapi juga menimbulkan masalah baru di sisi lain. Big Data, Internet of Things (IoT), dan Artificial Intelligence (AI) adalah penemuan luar biasa yang dapat memberikan pengalaman hidup yang lebih mudah, lebih efektif, dan lebih efisien. Namun, itu juga membunuh bidang kehidupan lain baik di bidang ekonomi, sosiologi, dan pendidikan. Manusia akan terus bersaing untuk mempertahankan hidupnya. Penelitian ini bertujuan untuk menganalisis desain pendidikan karakter di pesantren modern untuk menghadapi Era VUCA. Metode penelitian yang digunakan adalah penelitian perpustakaan dan observasi tidak terstruktur. Pesantren modern ternyata memiliki pendidikan penguatan karakter yang kompleks. Dinamika aktivitas mahasiswa dari bangun tidur hingga tidur lagi tanpa disadari penuh nilai. Pendidikan tidak hanya di dalam kelas tetapi juga di luar kelas. Pesantren modern adalah miniatur kehidupan masyarakat. Para siswa tidak hanya belajar ilmu agama tetapi juga belajar untuk hidup. Untuk menghadapi era VUCA, dibutuhkan individu yang berkualitas dan memiliki ketahanan terhadap perubahan dunia yang cepat. Tidak berlebihan untuk mengatakan bahwa pendidikan pesantren dapat menghasilkan output berkualitas yang memiliki

kualifikasi tersebut. Karena pesantren modern mendidik kehidupan. Yang dididik adalah disiplinnya, tanggung jawabnya, kualifikasinya, kompetensinya, dan integritasnya

Keywords; era VUCA, Kurikulum Pendidikan Karakter, Pesantren Moderen



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PRELIMINARY

The implication of modernity is the advancement of interrelated and difficult-to-control systems. The system, especially in the digital world in general, does facilitate humans in various ways. Still, on the other hand, it has a negative impact that gradually erodes human competence. This happens because the system has done all the human work. Unfortunately, human competence is eroded, and human character as a noble human being is eroded because of this system/technology that makes it easy.

Technology plays a crucial role in human civilization. The technology program is quite a terrible finding. Because the presence can drastically change the culture at the level of human life, developments such as AR, AI, and IoT are the latest findings humans continue to develop toward the perfect projection (M. Danuri 2019).

The existence of artificial intelligence has replaced some roles and eliminated human jobs (Devianto and Dwiasnati 2020). In the tourism sector, for example, the translator and tour guide profession is one of the missing parts. The development of applications allows tourists to explore without fear of getting lost and can communicate with locals. In the education sector, the librarian profession has rarely sold. Development Digital Library With a much more complete collection and an easy search system, individuals prefer to surf the digital library. The AI features have made it much easier for the academic community to conduct research and write reports.

The development of artificial intelligence features is like two sides of a sword. Its presence in the world of education sometimes takes away the meaning of learning. We no longer manually conduct research but use a system that makes it easier. However, it has a weakness: the knowledge obtained from the research results is not attached.

VUCA is a product of technological advances that impact industrial development. The Industrial Revolution has happened before, with the Industrial Revolution 1.0, Industrial Revolution 2.0, Industrial Revolution 3.0, and finally, the most famous Industrial Revolution 4.0.

During the fourth industrial revolution, the VUCA ecosystem experienced significant progress (Rahman Saleh, 2020).

The VUCA era made the existing industries fall one by one. With the transition of print media to online media, the automotive world is also starting to turn into the era of electric cars, the banking world is facing the arrival of new competitors, namely financial technology (fintech), the world of education that is facilitated by a variety of information and knowledge can be taken from anywhere, but the impact is that students become lazy (Fitriani 2022).

As for the field of organization, the VUCA era demands that organizations be sustainably responsive to changing times due to the demands of uncertain, unstable, and complicated conditions—the emergence of changes that are so fast challenges all elements of humans to be creative in innovating.

It is not wrong if the world is currently in the VUCA era (*Volatility, Uncertainty, Complexity, and Ambiguity*). Volatility is a state in which there is instability; uncertainty means uncertainty; complexity is described as a state in which the problems have complex interrelationships; and ambiguity is everything that has a double meaning.

In the VUCA era, the world was beset by confusion because everything was uncertain, immeasurable, and ambiguous, and this afflicted all lines of life, both the political, educational, economic, technological, and other sectors (Main 2023). The consequences that must be considered in this era are developing strategic thinking and leadership skills and producing strong human resources (Karneli 2022).

In addition, in this era, speed and accuracy are needed to predict ever-changing circumstances (Suseno 2021). Therefore, the perfect character education design must be prepared to equip the younger generation to survive the shocks of the world, especially in the face of the VUCA era.

Character education to make individuals strong, perfect physically and spiritually certainly requires careful preparation, a perfect education system, a supportive educational environment, professional teachers, and all other components of the best education. Quality character education can be found in modern *pesantren* educational institutions.

Modern *pesantren* education accommodates a holistic education system packaged in a *hidden* curriculum. *Pesantren* education is organized for life. A student will forever be a student and live with the values of *pesantren* he has internalized.

Character education in modern *pesantren* is escorted from waking up to sleeping again. The goal is, of course, to form individuals who have perfect character. Character education in modern *pesantren* is prepared to produce a generation that has control in the future. The purpose of this study is to describe how the modern *pesantren* education system shapes the character of its comprehensive and universal students so that they can face the VUCA era.

Research that has similarities with this research is the research conducted by Harahap on the study of hidden curriculum and character building in Pondok Gontor. The hidden curriculum applied at Pondok Gontor aims to form qualified and charismatic students (Typhoon Harahap 2022). Another research was conducted by Syamsul Bahri, which examines the level of concepts related to the implementation of human resource utilization in facing the VUCA era (Bahri 2022). This research differs from these studies, which more specifically discuss character education in modern *pesantren* prepared to face the VUCA era. The urgency of this research is that understanding concepts related to character education is very important because, in this era, humans are no longer judged by their physical strength but by their competence, *attitude*, and character.

RESULT AND DISCUSSION

Era VUCA (Volatility, Uncertainty, Complexity, Ambiguity).

In its development, the world is currently experiencing the VUCA era. This era began with the COVID-19 outbreak, which has put us in this VUCA situation. All elements of society will be affected by the VUCA era because this issue is global and can disrupt all elements of society (Putro, Rianto, and Wibisana 2022).

Buckley, in Endah Dewi Purnamasari's research, interprets VUCA as an acronym for four syllables: Volatile (turbulent), Uncertain (uncertain), Complex (complex), and ambiguous (Unclear). This acronym is often used as a brief characterization describing the current state of the world (Purnamasari, Wulandari, and Siddik 2023)

Volatility is a change that occurs at the moment it seems to be happening at an unimaginable rate. Since the frequency, magnitude, and estimation of these changes cannot be predicted, they are sources of instability. Restrictions on commodities entering the country cause economic volatility, so competition is inevitable. The open economic system restricted the movement of local traders and did not even provide development opportunities. Uncertainty *is the presence of uncertainty in life; things can change quickly*. Ambiguity is a circumstance that gives rise to confusion, and making clear conclusions that lead to a single point is very difficult today. Everything has two sides. In contrast to uncertainty, ambiguity relates to the message communicated by the information gathered. The information collected does not refer to a single purpose. At the same time, complexity is a situation full of complexity. Complexity occurs as a result of continuous progress. The more programs that populate the system, the more complex and complex the human world becomes (Astri et al. 2021).

VUCA made everything change, including conventional lifestyle changes. Business models, education, social organizations, and information and communication systems undergo a transformation that has not found its exact form because every time, there are new changes due to the impact of improving digital systems that continue to develop towards more perfect projections (Robert and Brown, E Bob 2020).

VUCA can be overcome with other VUCA: *Vision, Understanding, Clarity, and Agility*. Vision is the clarity of vision/purpose that makes the organization/economy reach a definite point. Understanding is a deep understanding of information. With human understanding, it is not easy to experience confusion or loss of direction. Understanding also leads humans to always be adaptive to change. Clarity is clarity. The system built must be structured and have a clear function and purpose so that it is not easily swayed in a world that often changes. Agility is agility. Individuals are required to be agile, agile, adaptive, make decisions quickly be responsive, and able to respond to changes that occur (Salihah, Rizal, and Herawaty 2022).

VUCA, which develops in the 21st century, also needs to be faced with the competence of 21st-century skills, which consist of 4C, namely the ability to think critically and creatively, communicate, and collaborate well. For example, one way to counteract thousands of confusing pieces of information is to think critically (Aini 2021). The picture of the VUCA era and how to deal with it is as follows:

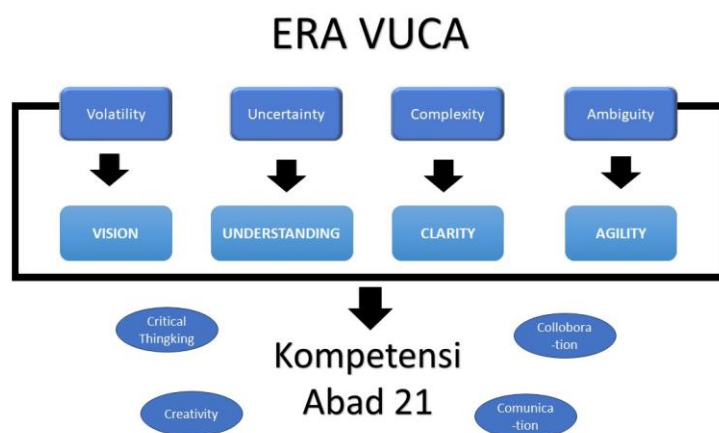


Figure 1. The VUCA era and strategies to deal with it.

Character in Education

Education is any planned effort to influence a person's behavior, attitudes, and actions in a better direction so that he can improve the quality of his life in the future. Education is not prepared to achieve certain professions or jobs only. More than that, the output of individuals who are successfully educated is that which is able to solve all forms of problems in life (Great 2018).

Character education is education that aims to educate character so that later individuals can adapt to a dynamic and diverse global environment. Character education allows the internalization of confident values, which, if developed with competence, will produce a generation that is ready to compete (Teak 2021).

Character can generally be interpreted as the accumulation of a person's personality, attitude, and disposition reflected in his behavior. The word character comes from the Greek "karass," which means blueprint, basic format, fingerprint as in fingerprint. As for the Latin character, harassing and thorax, whose meaning is chiseled. The character is like an iron block, when sculpted and shaped with patience and care the result is an amazing masterpiece (Nurbaedi 2018). The word character began to be reused in French Caractere In the 14th century, it was later adopted into English to become a character (Judge 2017). Word character Then it switches to being a character in Indonesian.

In Indonesia, the strengthening of character education began in 2010 with President Susilo Bambang Yudhoyono. Strengthening character education was then applied to a new curriculum

launched in 2013 known as K13. This curriculum emphasizes the character-building of learners as a central point in education (Azizah, 2018).

Character education in Islam is synonymous with moral education. In general, character education is education that educates all human activities universally from the way humans think, their attitudes and feelings, words and deeds based on values that apply both in religion, laws, customs, manners, and state rules (Tohidi 2017).

Character education based on Arief Rahman's perspective has a focal point on developing all the potential of students who are prepared to be able to *survive and* face the challenges of a complex world while maintaining commendable behavior (Rahman 2022). Educational institutions that attach importance to character education are *pesantren*. *Pesantren* is not an Islamic educational institution that produces a generation of intellectually intelligent but lacking character. For *pesantren*, intellectual piety is important, but social (moral) upheaval is even more important. This is because the tradition of *pesantren* education adheres to a theocentric understanding where the purpose of Islamic teachings is to perfect human morals/character (Arifin and Moh. Tumudi 2019).

Modern Pesantren

Islamic boarding schools are traditional Islamic educational institutions as places to learn, understand, internalize, and practice the teachings of Islam by emphasizing the importance of religious morals as a guide for daily behavior (Zamakhsyari Dhofier, 2019). *Pesantren* are generally nurtured and led by a kyai or religious teacher who is considered a spiritual leader for his students (Imron Arifin, 1993). In *pesantren*, students generally live together and learn about religion intensively (Hanafi, et al., 2021). Initially, *pesantren* in Indonesia were traditional educational institutions that only taught religious sciences without including general lessons in them (Sauri, Gunara, & Cipta, 2022). The teaching system is also very traditional, such as organ or band organ. Kiai read the book and explained, and the students listened and recorded the meaning of Kai's explanation (Kamal 2020).

In its development, *pesantren* have transformed from traditional education to modern education. Modern *pesantren* emerged as the antithesis of the established general educational institutions in the colonial period (Hastasari, Setiawan, & Aw, 2022). Modern *pesantren* is an

educational institution that has given an adaptive response to meet the appropriate educational needs of that era, whereas *pesantren* educational institutions must not only teach religious science but must hold general learning such as science and social (Abdul Tolib, 2015).

Education programs in modern *pesantren* are very complex. No wonder *pesantren* education lasts for 24 hours (Samsuni, Mulyono, Wiarsih, & Kusumawardani, 2019). This is because the students are educated from waking up to sleeping again. Students learn formal education in classes consisting of general science and religious science. Outside the classroom is taught education Life Skill (Abidin 2014).

Santri is directly involved in the organizational system. The field of organization in *pesantren* is very much. Boarding school organizations, dormitories, small organizations in rooms, organizations in selected extracurricular fields, organizations in the classroom, and much more. Student development programs also occur in the classroom and outside the classroom. Every organization is fostered by teachers (ustadz/ustadzah), every unit has its musyrafah, and every activity there is a direct. This intensive guidance is carried out every day without stopping with an exemplary teaching system, habituation, and instruction (Priyatna 2017). It is not wrong if the students are firmly embedded in spiritual, moral-emotional, social, and physical education (Alhamuddin and Hamdani 2018).

Modern *pesantren* develop hidden curriculums, which means that everything that is not planned can be utilized to achieve educational goals. Everything done spontaneously has its purpose and meaning. Spontaneity in *pesantren* life does not mean something unclear and undirected; this spontaneity is built with good habits that continue to be repeated every day (Mustaghfiroh 2014).

Through the hidden curriculum, modern *pesantren* have universal, comprehensive educational goals, which include strengthening the intellect, body, and spirit (morals). This complete goal is realized by Islamic education, namely to produce perfect human beings. *Insan Kamil* (Susanti et al. 2023).

As the oldest educational institution in Indonesia, *pesantren* certainly has advantages that other educational institutions do not own, so this institution still exists today. Not only that, modern Islamic boarding schools that focus on optimizing the quality of human resources actually feel that their educational output is in accordance with the needs of the times that continue to

grow. This is because the modern *pesantren* system was developed to maximize a student's potential (Ismail, 2011). To be able to get an overview of the orientation and activities of *pesantren* can see the scheme below:

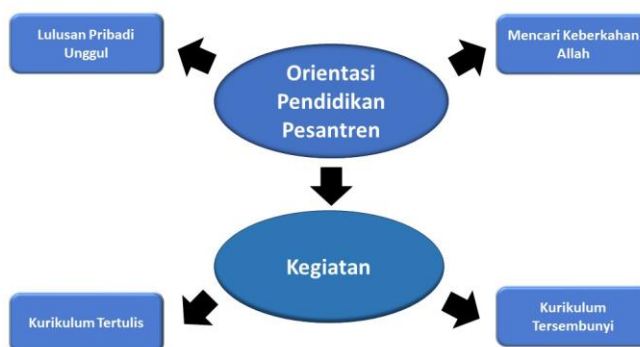


Figure 2. Orientation and activities of modern *pesantren*

Design of Education at Pesantren in the VUCA Era

The VUCA era requires speed in responding to global issues with all forms of change. Educational institutions are required to have responsive management and systems or at least a strong foundation to produce a strong generation and be able to compete in this era (Diharto 2019).

The meaning of VUCA for the Indonesian generation who are still in education is no longer interpreted in the entity of challenges in the business (economic) or social fields but covers all entities of life (Ivan 2021). Experience and *attitude need* to be formed in universal holistic character education.

The character aspect is the most difficult field to form in education. Educating a character requires hard work, smart work, sincerity, high commitment, a long time, and a tiring process that educators and students must pass. Not only that, to instill character also requires a supportive environment (Hayani Hayani, Abdurohim, and Ridwan 2022).

Parents first form individual character; character education is then influenced by the living environment, which has a major influence on the development of students. Modern *pesantren* education is integrated education both inside the classroom and outside the classroom (dormitory).

The student environment is designed so that programs and systems will educate students' lives every day without stopping.

The formal curriculum and the hidden curriculum, as well as the application of 100% general and 100% religious learning, then show a balanced learning pattern between general and religion. The application of extracurricular activities is never separated from Asatidz's guidance. It comes from the five souls, motto, five terms, and philosophy of life from the kyai figure to make character education in Gontor perfect and produce trustworthy people with charity. Extracurricular activities are carried out to hone the students' charities so that they have a high aesthetic and strong spirit (Typhoon Harahap 2022).

Modern *pesantren* is a form of lifelong education because this educational institution teaches life habits, life skills, and key education to solve problems. All of that is summarized in a hidden curriculum whose impact is felt more than the written curriculum (Halid 2019).

One of the characteristics that individuals need in the VUCA Era is a smart and responsive leader. Indirectly, modern *pesantren* form individuals with these characteristics daily through the hidden curriculum. Through exemplary methods, habituation, and instruction, the organizational system in modern *pesantren* runs dynamically (Yapono 2015). Every student must be ready to be led and lead. Leadership is present in modern *pesantren*. Learning to lead means learning to make decisions quickly and be responsive to problems.

The dominant group of modern *pesantren* graduates is usually Multiskilled and able to compete with general education graduates in all fields. Education in *pesantren*, in addition to teaching theoretical knowledge also educates students in practical skills such as foreign language skills (Abdurrahman 2017). In the VUCA era, individuals are required to not only be intelligent in thinking but also capable and have practical competence, especially 21st-century competence. With foreign language skills, modern *pesantren* have been responsive in equipping their students to communicate and collaborate with local and international communities.

Education in *pesantren* is where students are always involved in the organization's management or responsible for controlling agencies in certain fields. This engagement is an experience-based active education concept. With experience, students will get meaning in learning so that they will master and be able to solve problems (Rochmat, Maulaya, and Avilya, 2022). The era of VUCA disruption that caused the world to be unstable, unclear, and complex can be

resolved with a generation that is accustomed and educated every day to solve various kinds of problems.

The synthesis of the VUCA era found in modern *pesantren* can be described as follows:

First, visionary. As is known, modern *pesantren* never missorientation. The purpose of this institution is to form superior individuals with the ultimate goal of seeking the blessings/pleasure of Allah. The clarity of this vision will certainly make modern *pesantren* not easily shaken by challenges and changing times.

Second, Understanding. The understanding instilled in modern *pesantren* is already very comprehensive. Because complete understanding is conveyed without any dichotomy between general science and religion. Understanding does not include theoretical concepts, but there is also an understanding of life skills obtained by students through their activities outside the classroom.

Third, Clarity. The system contained in modern *pesantren* is a system that has been clearly conceptualized. All activities and their organization have a specific purpose. The lodge has never slept, so dogma is taught by the kiai, and every second that goes by has the meaning of life values. Discipline with high regularity makes students have high productivity levels and excellent resilience.

Fourth, Agility. Santri in modern *pesantren* are taught to adapt quickly to their complex daily activities. Completing several tasks at once has become their daily life. So, the concept of agility has been ingrained in students because students are educated to be able to complete many jobs quickly and change with other jobs.

Modern *pesantren* not only educate the intellectual mind or spiritual aspects, but they also educate students on a complex life that will strengthen all aspects and potentials in students.

CLOSING

Explain the research overview in at least one paragraph and a maximum of three paragraphs, which include research recommendations. The writing of the main discussion is not allowed to be repeated. Education in modern *pesantren* empowers students in such a way, so that students not only learn religious knowledge, but also learn to live. Qualified individuals are needed to face the VUCA era and have resilience to rapid world changes. It is no exaggeration to say that *pesantren* education can produce quality output with these qualifications. Because modern *pesantren*

educate life. What is educated is his discipline, responsibilities, qualifications, competence, and integrity. The challenge of VUCA is not only for educational institutions but all elements of society that are affected by this VUCA era. Modern *pesantren* education is a miniature education of society. Thus, modern *pesantren* education, especially character education, is deliberately prepared to equip students to live in the community.

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