

The Concept of Soft Skills Teacher Islamic Education Studies The Book *'Iẓat Al-Nasyi'īn* By Sheikh Musthafa Al Ghalayani

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ABSTRACT

The Islamic religious education teacher is a figure of a leader who in every word or deed will be a role model for students. Departing from this, the researcher wants to analyze the book *'Idhatun Nasyi'īn* by Sheikh Musthafa Al-Ghalayani, because in the book the researcher finds several points as soft skills that a teacher must possess. The research approach used in this research is qualitative research. The data sources used are primary data sources and secondary data sources. Primary data sources were obtained from the book *'Iẓat Al-Nasyi'īn*, and secondary data was obtained from the translated book *'Iẓat Al-Nasyi'īn*, resource persons from MTS Ma'arif Kraton as well as articles, journals and websites, educational books and other relevant books. with the object discussed by the researcher. Data analysis is done by using content analysis. There are thirteen soft skill points that must be possessed by an educator, especially for an Islamic religious educator. Among these points are intrapersonal skills which include being patient, sincere, daring to come forward, having courage, having hope, having the will, carrying out obligations, trying and trusting, and being confident. Interpersonal skills include: nationalism, the ability to lead, can be trusted and help. The concept of soft skills for Islamic education teachers contained in the book *'Iẓat Al-Nasyi'īn* is also quite relevant in education in the current era 5.0 and appropriate when applied in learning activities at MTS Ma'arif Kraton.

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1. INTRODUCTION

Teachers are one of the human components in the teaching and learning process who participate in efforts to form human resources in the field of development. Teachers are educators who are role models for students and their environment (Alkouatli, 2018; Alwi & Mumtahana, 2023). However, many teachers are smart but fail to teach according to student expectations. There are also many teachers who want to educate, good pedagogy, but the teaching can be outdated and not meet the needs of students (Azizah, Rizal, Yudtika, & Sitepu, 2022; Idrus, Mohzana, Jarmita, Rahman, & Shobri, 2023). There are also many teachers who are able to teach complex learning, but it is very rare that complex knowledge is easy to accept by students (Setyorini & Khuriyah, 2023).

Teachers are not only educators, teachers, or mentors, but a teacher must also be able to position themselves as a good consultant, an innovator, a good model, foster creativity, and storytelling, and be able to make variations in a lesson (Mulyasa, 2021). Furthermore, PAI teachers are professional educators whose job is to provide motivation and understanding of Islam to students in order to have a correct understanding of religion with educated attitudes and behaviors (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022a; Fuadi, Nasution, & Wijaya, 2023). No different from the description above, that a teacher plays an important role in shaping the morale and character of students. As Qodri Azizi mentioned, teachers are role models, assistants, and guides for students' lives. The figure of the teacher is usually interpreted as being admired and imitated, which means that the example of a teacher is very important for students in value education points (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022b; Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020).

Therefore, interpersonal skills are very important and influential for a teacher. Because a teacher's learning will not be perfect if it only relies on hard skills without soft skills (Okwuduba, Nwosu, Okigbo, Samuel, & Achugbu, 2021). Of course, all of this is inseparable from the soft skills of a teacher in the world of education. It is very clear that a teacher must have soft skills (Soemartono, 2014). Soft skills can be possessed by a person through learning or habituation in everyday life. Speaking of soft skills, most refer to general education books, so in this case researchers are encouraged to study teacher soft skills with the source of the Kitab Kuning *'izat al-nasyi' n*, which means advice for young people. The book written by Sheikh Al Musthafa Al Ghalayani is often studied in Islamic boarding schools, where this book contains guidelines for the Muslim generation to become individuals who are protected from reprehensible qualities.

Shaykh Al-Musthafa Al-Ghalayani published the book *'izat al-nasyi'in* serves to save the youth from the brink of destruction. Giving advice to the younger generation, students and educators, to avoid the lazy generation of Islam and prioritize personal interests at all costs to negate the affairs of the nation. A generation that when they learn or teach is only for personal interest and for their own pleasure. In the above context, Shaykh al-Musthafa al-Ghalayani in his book emphasizes that education is to cultivate morals, noble morals, and noble education in the soul of adolescents and by spreading useful instructions or advice, which they can therefore make as provisions. Good character rooted in the soul. So that the results are manifested in the form of good deeds, happy to work for the benefit of the homeland and nation. In the book *'izat al-nasyi'in* there are forty-four chapters in each discussion. Where the discussion is related to social and moral issues. In addition, it also contains various kinds of discussions about ethics and philosophy and wisdom. Among them are daring to move forward, patience, sincerity, hope, acting without calculation, courage and several other chapters. Where in some chapters that researchers have mentioned are some soft skills that must be possessed by a teacher. This is a taste of the book *'izat al-nasyi'in* by Sheikh Al-Musthafa Al-Ghalayani. The importance to be used

as an analytical reference on the subject of this research is that, first, the book *'izāt al-nasyi'īn* was not discussed in the form of a thesis at the KH Abdul Chalim Pacet Institute. Second, want to know more about Kitab *'izāt al-nasyi'īn* about the concept of teacher soft skills. And third, analyze the relevance of the concept of transversal competence of PAI teachers in the book *'izāt al-nasyi'īn* with Islamic education in the 5.0 era. From some of the interests above, everything flows through the title of the PAI Teacher Soft Skill Concept in the Book of *'izāt al-Nasyi'īn* by Sheikh Musthafa Al-Ghalayani at MTS Ma'arif, Kraton District, Pasuruan Regency.

2. METHODS

This study used a qualitative research approach. As for what is meant by qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 1989). The authors chose this approach, because the data collection in this study is qualitative and also does not intend to test the hypothesis. The author only describes and critically analyzes a problem studied by the author which in this case is related to the concept of soft skills of PAI teachers studying the book *'izāt al-nasyi'īn* by Sheikh Musthafa Al Ghalayani at MTS Ma'arif, Kraton District, Pasuruan Regency.

The presence of researchers directly in the field as a benchmark for success in understanding the case under study, so that direct and active involvement of researchers with informants is absolutely necessary. Data must be a link between information in the sense that it must reveal the link between the source of information and symbolic form in one sense. On the other hand, the data must conform to theory and knowledge. Data from the test results, used to get data on how soft skills PAI teachers are. The interview was conducted to explore information on students and teachers related to the soft skills of PAI teachers, so that it can be known how the relevance of PAI teachers' soft skills to the concept of soft skills studied from the book *'izāt al-nasyi'īn* by Sheikh Musthafa Al Ghalayani.

The data source is the subject from which the data is obtained (Arikunto, 2006). In this study, using primary data and secondary data. The primary data in this case is in the form of interviews or questionnaires. While the secondary data are grade VIII students and teachers at MTS Ma'arif, documentation, translation of the book *'izāt al-nasyi'īn* other sources needed in this study.

Data collection techniques in this study have several stages such as observation carried out is needed to measure behavior or the process of occurrence of an activity that can be observed both in actual situations and in artificial situations. This observation technique can be done directly, namely the observer is directly with the object under study and indirect, namely observations made not simultaneously with the progress of an event under study. Researchers apply this method to find out firsthand the soft skills of PAI teachers at MTS Ma'arif Kraton. Interviews conducted by researchers and respondents in this study included teachers and students of grade VIII MTS Ma'arif. By using this documentation method, researchers intend to obtain data related to research activities in class VIII MTS Ma'arif, both in the form of writing and in the form of images.

3. FINDINGS AND DISCUSSION

The Concept of Teacher Soft Skills in the Book of 'Izat al-Nasyi'in

The description of data related to the concept of soft skills in the book *'Izat al-Nasyi'in* includes the following:

Patient: Shaykh Musthafah Al-Ghalayani's explanation of patience is one of the soft skill points that a teacher must have that lies in personal skills. Shaykh Al-Ghalayani conveyed this value of patience by the *targhib* method, that is, inviting and subtly understanding the cause of the act. In this case, it is very clear that a teacher must be patient in carrying out his obligations, especially when educating his students.

Sincere: In this point, there is a commandment method contained in the words "Be thou a sincere person in struggling", striving in the way of Allah to practice the knowledge he has both to students and society sincerely solely because of Allah SWT. The sincerity of an educator is very important, because if the educator is not sincere in practicing his knowledge, it could be that the knowledge received by students loses its usefulness.

Dare to Move Forward: In this case, daring to come forward for an educator is very important to combat ignorance by practicing or teaching various good things to his students. Daring to move forward is one of the soft skills that must be possessed by a teacher, is the spirit to educate the nation's successors bravely to face all obstacles that will face him.

Have Hope: Having expectations is a soft skill concept that must be possessed by a teacher, because without the expectations possessed by a teacher, then maybe in the teaching and learning process the teacher will act as he wants who will not pay attention to the mastery of the material he teaches to students. This will result in perfunctory learners in learning. Because basically a teacher is an example and role model for learners.

Have Courage: In this context, it is clear that a teacher must certainly have the concept of soft skills in the form of courage. If a teacher does not dare himself to educate and practice the knowledge he has, then what will he give to his students? In addition to giving to practice his knowledge, a teacher must also have the courage to account for what he has given to his students. Because a teacher is also an example for his students, he must have good morals and dare to model it.

Nationalism: Educators must have soft skills in the form of nationalism, in order to carry out the demands of an educator to instill the spirit of nationalism in their students. The cultivation of nationalism values is not only carried out by teachers of Pancasila and citizenship, but for all subject teachers. By way of teaching certainly with different methods and techniques according to the substance of the subject.

Have Willpower: Having a will is one of the soft skill concepts that must be possessed by a teacher. How not, if a teacher does not have the will to educate well his students then what will be obtained by students? If the willingness of an educator to progress and try to develop the potential of students is very large, then this desire will be achieved with the efforts he has made.

Leadership Ability: The ability to lead is one of the soft skill concepts that must be possessed by a teacher. If an educator does not have the ability to lead, then how can he condition the situation of students in learning and to help students in developing potential well. A teacher is also a figure as an example and role model, so in his leadership the teacher must have good morals, students can take the necessary learning to be emulated.

Carrying Out Obligations: Carrying out obligations is one of the soft skill concepts that must be possessed by a teacher. If a teacher cannot be responsible for the duties and mandates that have been

given to him as an educator, it will be less good in his teaching and learning activities. An educator is an example for his students, if the educator does not have a sense of responsibility then most likely the students he has educated will follow in his footsteps.

Trustworthy: In an education, trustworthy traits are very important to have. Where is one of the soft skill concepts that must be possessed by a teacher, especially Islamic religious education teachers. In this case, parents often fully entrust an educator to educate their children in school. One is a word according to deeds.

Please Help: In this case, helping is also a soft skill concept that educators must have. If you don't have a sense of help, then maybe learning will be less conducive. For example, if we are a teacher suddenly there is something urgent even though we have to fill in a lesson, then we will need help from our friends to fill the class, and vice versa. In terms of help not only that, but many ordinary things we will need the help of friends. Back to the word that we as humans will not be able to live alone, therefore, we as humans must help.

Effort and Tawakal: Like a teacher, at this point of trying and tawakal is a soft skill concept that must be possessed by a teacher, especially for Islamic religious education teachers. So a teacher must try as much as his ability point to transfer the knowledge he has and educate his students to become good individuals as Islam, then laugh at what he has tried.

Confident: Self-confidence is one of the soft skill concepts that must be possessed by a teacher. Where if teachers cannot be confident in teaching and learning activities, it could be that teaching and learning activities will be less efficient.

After the interview with the principal, the researcher continued his interview with Mrs. Uswatun Chasanah about the soft skills of PAI teachers, especially those who were the researchers' goal in obtaining data. *"According to my mother, do PAI teachers have a good leadership spirit at school?" PAI teachers are able to set a good example for their students because being a role model is one small example of a leader."*

In a learning students need to be taught as a good leader, one example, we must often exemplify to them that the soul of a leader must have the soul of a person who deserves to be made poanutan. As done by PAI teacher MTS Ma'arif, PAI teachers teach their students to be good leaders. The researcher proceeds to the next question, *"How do PAI teachers get a mandate from their superiors or colleagues?" he replied, "When we get a mandate from our superiors, we should keep the mandate, because in terms of maintaining the mandate, our honesty can be shown."*

The conclusion of the interview was that PAI teachers at MTS Ma'arif really maintain the mandate well. The researcher continued the next question, *"What is the attitude of PAI teachers when there are problems in the school?" The teacher's mother replied "PAI teachers are able to solve well when there are problems at school"* What can be concluded from this statement is that PAI teachers at MTS Ma'arif are also able to solve problems in schools without having to wait for instructions from teachers or school administrators.

From the thirteen points above, it can be said that it is important for a teacher to have soft skills as explained in the book *'izāt al-nasyi'īn*, to facilitate and facilitate the continuity of teaching and learning activities in order to achieve the target to be targeted. Especially in the current era of Society 5.0 where learning facilities will be more sophisticated which allows an educator to further optimize their soft skills. With this, it can be concluded that the concept of soft skills of PAI teachers in the book *'izāt al-nasyi'īn* by Sheikh Musthafa Al Ghalayani is quite relevant to Islamic education in the current 5.0 era. The implementation of the concept of soft skills of PAI teachers in the book *'izāt al-nasyi'īn* at MTS Ma'arif Kraton has been applied by PAI teachers well. As a teacher, he always tries to improve

soft skills competence so that the learning process, in particular, can run effectively and enjoyably so that students can study and make PAI teachers a good role model for the future

After the researcher conducted an interview with one of the teachers, the researcher conducted interviews with several students who were appointed as leaders or leaders in their group. The questions asked by the researchers include; *"In the learning process, do PAI teachers tell something interesting and inspiring?"* their answer was *"Well, PAI teachers often tell something interesting so that we don't get sleepy in class and we feel motivated"*. Next question; *"Are PAI teachers patient people? If "yes" give a reason, if "no" also give a reason. They replied "PAI teachers are very patient people when educating us".* The researcher asked back,

"What do PAI teachers do if someone lies? how do PAI teachers instill honesty?" They replied: *"Mr. Huda will scold us if anyone is caught lying. On the other hand, Mr. Huda will advise us what effect it will have if we always lie. He always taught us honesty by correcting the homework given to us: From the results of the interview, the researcher asked the attitude of PAI teachers to them. They replied that PAI teachers are teachers who are very patient with students. In addition, PAI teachers are also people who have the will and hope for their students by motivating them through interesting and inspiring stories*

The relevance of the concept of soft skills in the book of *Izāt al-Nasyi'in* in Islamic education era 5.0

Guiding from existing analyses, it can be ascertained that the soft skills in question are all the traits that cause the functioning of the hard skills possessed, considering that a person's dependence on soft skills is very large for the success of something to be aimed (As'ad, 2022; Nuphanudin et al., 2023). Especially for an educator, when we talk about soft skills, it is very clear that the role is very large. In order not to escape responsibility from what is entrusted by the state to a teacher, the teacher code of ethics needs to be known. Where the code of ethics is clearly illustrated that soft skills are important, not only filling the professionalism of teachers but also positioning teachers greater than the conditions that have been felt by the public.

In Islamic perspective education, educators or teachers occupy an important position and have a large and strategic role in the educational process (Rosyidi & Rosikh, 2022). As a figure who has an important role in human empowerment, a teacher is required to be able to carry out a number of tasks given and of course for a teacher must have competence as a provision in learning. In Law number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph 1 which states that *"Teacher competence includes: pedagogic competence, personality competence, social competence."*

It is undeniable, if all of that will not be separated from the soft skills that must be possessed by an educator. In educating there needs to be patience, sincerity, confidence, hope, willingness and purpose in education. In the book *'Idhatun Nasyi'in*, the concept of soft skills of Islamic religious education teachers is relevant to Islamic education in the current era of Society 5.0, which is clear that education is increasingly using social media. So that Islamic religious education teachers must remain patient and sincere, continue to move forward and can be responsible for educating their students by facing the changing times that are as rapid as today (Arifin, Rofiq, & Aliani, 2022; Bakar, Umroh, & Hameed, 2023).

The concept of teacher soft skills contained in the kitab *'izāt al-nasyi'in* by Sheikh Musthafa Al Ghalayani is an activity that teaches teachers to have good soft skills. The concept of soft skills must be possessed by an Islamic religious education teacher so that it is smooth and can achieve the goals he

hopes in the world of education, and can be a role model for students. Especially in the 5.0 era where most learning will use social media.

From all the observations and interviews above, researchers can conclude that the implementation of the concept of soft skills described in the book 'izāt al-nasyi'īn is well applied by PAI teachers. Teachers are role models for their students, where the purpose of education is to educate the life of the nation and develop the potential of students to become human beings who believe and are devoted to Allah SWT. More or less the soft skills possessed by a teacher will be emulated by his students and will facilitate teaching and learning activities to achieve a goal in Education.

Strengthening character through *Kitab Kuning* education is an educational concept carried out in an Islamic boarding school or madrasah environment that uses the *Kitab Kuning* as one of its main teaching materials. The *Kitab Kuning* is a term commonly used to refer to various Arabic books that contain Islamic religious lessons, such as the Koran, hadith, tafsir, fiqh, and so on. *Kitab Kuning* education is often associated with efforts to strengthen the character and morality of Muslim individuals. The following is an analysis of character strengthening through *Kitab Kuning* education (Ansori, 2020; Fakhrurrazi & Sebgag, 2020).

Religious Values: The *Kitab Kuning* focuses on the teachings of the Islamic religion. Through *Kitab Kuning* education, students learn religious values, such as faith, piety and worship. This can help strengthen students' character in terms of obedience to God and the practice of Islamic teachings. **Ethics and Morality:** The *Kitab Kuning* also teaches high ethics and morality. Students are taught to behave well, be honest and have good morals (Yamin, Basri, & Suhartini, 2023). This helps in building a strong and responsible character. **Kedisiplinan:** *Kitab Kuning* education is often held in a strict and disciplined environment. Students are expected to comply with the study schedule, Islamic boarding school rules and regulations, and teachers. This helps develop discipline in students, which is an important aspect in character formation (Hidayah, 2019).

Emotional Intelligence: *Kitab Kuning* education can also help students develop emotional intelligence, namely the ability to recognize, understand, and manage their own emotions and the emotions of others. This can strengthen students' character in facing various life situations. **Critical Learning:** *Kitab Kuning* education also encourages students to think critically and analyze religious texts. This helps develop rational, **evaluative**, and analytical thinking skills, which can help students face various challenges in life (Aziz, Sebgag, Zuana, & Suryani, 2022). However, it should be remembered that strengthening character through *Kitab Kuning* education also has challenges, such as a potential lack of inclusivity towards other religious groups or a lack of emphasis on non-religious education such as science and mathematics. Therefore, it is important to ensure that *Kitab Kuning* education is integrated with general education and respects cultural and religious diversity (Bruinessen, 1990).

4. CONCLUSSION

In this case researchers have analyzed and then concluded that the concept of soft skills of Islamic Religious Education teachers in the book 'izāt al-nasyi'īn by Sheikh Musthafa Al Ghalayani that is constricted in thirteen discussions, with two divisions: Intrapersonal skills which include: (1) Patience, (2) Sincerity, (3) Dare to come forward, (4) Have Hope, (5) Have courage, (6) Have will, (7) Carry out obligations, (8) Try and laugh, (9) Confidence. Interpersonal skills include: (1) Nationalism, (2) the ability to lead, (3) Trustworthy, (4) Please help.

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