

Strengthening the Basic Skills of Prospective Teachers of Islamic Religious Education through Integrated Field Practices at Sirojul Falah Islamic College

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ABSTRACT

This study aims to explore strategies that can strengthen the core skills of future teachers of Islamic religious education through the Field Teacher Training Program (PLPK) at STAI Sirojul Falah. In the context of the ever-changing dynamics of education, the presence of strong pedagogical skills is essential for future teachers. This study used a qualitative method with downsizing data collection, data reporting, and interview insights to examine students' experiences during PLPK, as well as challenges they faced such as lack of direct experience and difficulties in managing the classroom. Interviews with students and supervisors have shown that thorough preparation and good support are key to increasing their competence. This study also found that the integration of theory and practice into the learning process is an important factor in the development of basic skills. In addition, character education is considered very important in the interaction between future teachers and students. The results of this study are expected to serve as recommendations for the development of educational programs at STAI Sirojul Falah and provide useful insights into future education policies. The results of the study show that PLPK contributes to the readiness of future teachers to solve problems in this area, as well as supports them in becoming competent and professional teachers.

Keywords: Basic Basic Competencies, Teacher Candidates, Pedagogical Professional Practice, Islamic Religious College.

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INTRODUCTION

Education plays an important role in shaping the character and competence of the younger generation, especially in the context of Islamic religious education. In this case, an action plan and other ideas to tell about the new contextual encounter between the teacher and the student and what it means for him. This concept can be related to the theory of postcolonialism, which focuses on how colonial discourse influences and shapes "ways of speaking, to think and exist in a world that has material consequences for people in a post-colonial context.¹ The achievement of educational goals, of course, stems from the learning process, and its impact on these goals lies in the way teachers carry out the learning process in the classroom and in the management of the education itself. Before becoming an educator, they must have qualifications. Basic competencies are one of the skills necessary to be a good teacher. These skills are not only needed by teachers or lecturers, but also for students to practice directly in the field. Students must complete micro-teaching courses within a predetermined period of time.² However, suboptimal teaching practices pose significant challenges, such as teachers' lack of basic skills to impart moral values and knowledge, it is important to recognize that mentoring such as teaching.³ Since it is teachers who directly teach students in the classroom, any educational policy or educational system is highly dependent on its success. Teachers must have a good understanding of their roles and responsibilities and have the necessary skills to do so as primary educators who interact directly with their students. educational process of competent individuals, while preserving human dignity and humanity.⁴

In response to this phenomenon, there is an urgent need to improve the basic skills of teachers of Islamic religious education so that they can provide better education. This includes improving classroom management, teaching methods, and effective communication. Through hands-on programs such as the Teacher Training Field Practice Program (PLPK), future teachers can learn directly from experience, which is essential for preparing them to face challenges in the ever-changing world of education. One of the most important journals explains that the practical problems faced by future educators are varied, complex, and difficult to solve. These issues cover all teaching and learning topics, social and societal issues, and classroom environments. These problems are interdisciplinary, human-centered, and rarely solved by simple or linear solutions. Therefore, the preparation of students with different competencies is essential to overcome the difficulties of life in the future. Highly qualified PAI teacher candidates with effective teaching skills remain very important for the development of competencies. However, future teachers must

¹ Ninetta Mayor Jae, Santorio, "Leadership of International Teaching Practice", *Building Partnerships in Post-Colonial Contexts*, 2016, 8.

² Eka Woolandari, Sukiyanto and Mujiyanto, "Optimizing the practice of practical experience in improving the pedagogical competence of teacher candidates", *Educatio Magazine*, 10.1 (2024), 98–99
<<https://www.ejournal.unma.ac.id/index.php/educatio/article/view/6582%0Ahttps://doi.org/10.31949/educatio.v10i1.6582>>.

³ Remy Schütterstad et al., "Reimagining New Teacher Induction: Opportunities Instead of Disadvantages", *Teacher Teaching and Education*, 155.May 2024 (2025), p. 104910, doi:10.1016/j.tate.2024.104910.**Error! Bookmark not defined.Error! Bookmark not defined.Error! Bookmark not defined.Error! Bookmark not defined.**

⁴ Ni Komang Suni Astini, "The Challenges of Implementing Independent Learning", *Lampuhyan Magazine*, 13.1 (2022), 164–80.

not only be well-versed in one subject, but also have many abilities to meet future challenges.⁵

The object of this study is the basic skills of future teachers of Islamic religious educators, which include pedagogy or management in the learning process, direct communication with students, the personality of the teacher in obtaining unique students and professionalism in relation to their duties as a teacher, in addition to the fact that this study monitors the implementation of PLPK under the mentorship of field leaders, and this research is conducted in the environment of Sirojul Falah Higher Education and of course have various characteristics such as models, methods and strategies for implementing PLPK for students, which are of course based on Islam. In its implementation, students will gain new experience in accordance with their field of study, namely teaching. The purpose of this study is to examine the challenges that students face during their studies at PLPC and to analyze the strategies applied to improve the core skills of future teachers in order to provide useful guidance for curriculum development in the future. One of the competencies of teachers is professional practice and in teaching refers to professional development in teaching. contextual process, this perspective goes beyond the view of individualistic deficit and decontextualization. Professional development is thus seen as a continuous, field-based practice that is shaped and shaped by local conditions and the specific characteristics of the educational environment. It depends on the interaction, discussion and cooperation of teachers.⁶ The following competency requirements should be considered as a teacher of Islamic Religious Education (PAI) in the core competencies, which can be explained as follows: mastery of integrated areas of learning with the ability to understand learners, design and implement learning, and evaluate learning processes and outcomes. As a professional, a teacher must know who they are, their strengths and weaknesses, commitments, and the way forward changes, the requirements for teachers' abilities must also constantly change. Therefore, future teachers should be wise in choosing an approach that will help them continue to grow.⁷

Several previous studies have shown close relevance to this study. For example, Supriyadi's research found that hands-on participation in teaching increases teacher performance.⁸ In addition, Rahman's study highlights the importance of teacher training in the context of Islamic religious education to improve students' understanding.⁹ According to Daliono, training or readiness consists of equipment and physiological growth, motivation that includes individual needs, interests, and goals to maintain and develop oneself. To become a professional teacher, one must have a great deal of influence on teachers' level of preparedness and their ability to design an effective learning process.¹⁰ Previous studies have shown that a teacher has competencies

⁵ Chia Chi Wang, "The Process of Introducing Problem-Based Learning into Teacher Training: A Research Case Study", *Persuasive Education*, 8.1 (2021), p. 11. 4 <<https://doi.org/10.1080/2331186X.2021.1996870>>.

⁶ Hannu LT Heikkinen Remi Skytterstad a,*, Yngve Antonsen a, Jessica Aspfors b, c, "Rethinking the induction of new teachers," *Scopus "Teaching and Education of Teachers"*, 155.104910 (2025), 2.

⁷ Khusnul Amin, "Professionalism of teachers of Islamic religious education in madrasahs", *Raudha is proud to be professionals : Jurnal Tarbiyah Islamiyah*, 4.2 (2019), 7 <<https://doi.org/10.48094/raudhah.v4i2.44>>.

⁸ Ani Apiyani et al., "Implementation of Sustainable Professional Development (SRD) for Madrasah Teachers in Improving Professionalism", *JIP - Scientific Journal of Educational Sciences*, 5.2 (2022), 499–504 <<https://doi.org/10.54371/jiip.v5i2.443>>.

⁹ et al. Rahman, M., "Teacher Training and the Effectiveness of Islamic Education Models: Lessons from Primary Schools", *International Journal of Islamic Education*, 4.1 (2020), 45–60.

¹⁰ M. Dalyono, "Pedagogical Psychology (Seventh)", *Jakarta: Rinecka Cipta*, 2012.

characterized by a set of basic skills and knowledge that are necessary to perform the tasks assigned to him in the future, so the teacher must have the readiness and need to master these basic skills.¹¹ Pedagogical competence: Law No 14 of 2005 on teachers and lecturers states that pedagogical competence is "the ability to manage the learning of students", which can be in the form of the ability to plan and manage curricula, interact with or manage the learning process, and use media and resources. In addition, professional competence and professional teachers.¹² In addition, the supporting factor for the success of future teachers is their motivation, as well as the focal point in the learning process, balanced with Marslow's theory of motivation in Maslow's theory.¹³ High motivation to learn can be a major factor in academic success and individual development.¹⁴ Task-oriented goals encourage teachers to improve their knowledge and skills, while performance-oriented goals focus on gaining recognition or praise from others. Relationship goals, on the other hand, encourage teachers to "achieve and maintain close and caring relationships."¹⁵ The readiness of future teachers in previous studies of teaching attitudes has been used to establish a connection between students' views on educational roles and teachers' professional roles in how these views influence their actions. Grice and Frank argue that the concept of readiness for action "provides a more educationally operationalized concept with elements of readiness and its ability to act and change."¹⁶ Students can increase ethical literacy through teacher involvement, engagement and dedication during internships, and critical reflection on their experiences. This can increase their willingness to address ethical issues to prepare them for democracy. According to the American Psychological Association, readiness to act within an emotional response is called readiness for Action. Learning to communicate includes many emotional elements. Courage and the ability to build relationships are essential to the work of a teacher. Incorporating practice into teacher training can help teachers improve students' social-emotional and interpersonal skills.¹⁷

This research has distinctive aspects that set it apart from previous research, especially in its in-depth qualitative approach to the student experience during PLPK. By focusing on the specific challenges faced by future teachers in the context of Islamic religious education, this study aims

¹¹ Ira Vathy et al., "The Impact of Interest in Becoming a Teacher and the Practice of Practical Experience on the Teaching Readiness of Future Teachers of the Economic Education Curriculum", *EduScience Journal*, 9.3 (2022), p. 13. 636 <<https://doi.org/10.36987/jes.v9i3.3311>>.

¹² Lutfia Lutfia and Zaenal Mustakim, "Analysis of Basic Teaching Skills in Improving Learning Effectiveness", *Proceedings of the National Seminar on Education, Language, Literature, Arts and Culture*, 3.1 (2024), p. 11. 150 <<https://badanpenerbit.org/index.php/MATEANDRAU/article/view/1976>>.

¹³ Nur'ayni Nur'aini, Husni Thamrin, and Adeeb Masikuri, "Innovations in Technology-Based Teaching Methods in Increasing Students' Motivation to Learn", *Journal of Islamic Education Development*, 1.1 (2024), 64–73 (p. 65).

¹⁴ Misvanto Misvanto and Abdul Halim, "Innovating the Islamic Education Curriculum to Improve the Character and Ethics of Students", *Education Magazine*, 5.4 (2023), 17279–87.

¹⁵ Susan Beltman and Emily Poulton, "Teacher Teaching and Education: Strategies Teachers Use to Stay Motivated", *Scopus "Teaching and Education of Teachers"*, 155 (2025).

¹⁶ Marie Grice and Olof Frank, "Concepts of Ethical Competence in Relation to Readiness for Action in Education for Sustainable Development", *Reflective Practice*, 18.2 (2017), 256–67 <<https://doi.org/10.1080/14623943.2016.1269001>>.

¹⁷ Margareta Heggström, "Teacher Education: The Ethics-Related Experiences of Student Teachers during Their Internship in Uganda", *European Journal of Teacher Education*, 47.3 (2024), 599–614 <<https://doi.org/10.1080/02619768.2022.2109460>>.

to provide new insights into how curricula can be improved. The results of this study are not only theoretically important, but also practical, as they can contribute to the development of more effective educational policies that meet the needs of society.

Thus, this study aims to provide recommendations that can improve the effectiveness of PLPK in STAI Sirojul Falah and other educational institutions to improve the quality of education in Indonesia, especially in the field of Islamic religious education.

RESEARCH METHODOLOGY

This study aims to explore the experience of future teachers in the Field Teacher Training Program (PLPK) and to understand the methods and materials that are taught. Using a qualitative approach, this study collected data from in-depth interviews with students of the Islamic Religious Education curriculum and leaders who¹⁸ lasted for two months from November to December 2024. Each interview lasts between 60 and 90 minutes in a comfortable atmosphere, allowing participants to share information openly.¹⁹ In addition to the interviews, documentation such as curricula and practice reports were also analysed to provide a broader context for the participants' experiences.

The data analysis was carried out using the reduction method, in which information from the interview was converted into transcripts and grouped by main topics. This process involves sifting through data to distinguish relevant information from irrelevant information. The results of the study were summarized in the form of an exhaustive description of the participants' experiences during the PLPK. Data verification is carried out by referring to primary sources and ensuring consistency of answers. Using Miles and Huberman's method of analysis, this study combines the process of reducing, presenting data, and drawing conclusions to produce valid conclusions.

RESULTS AND DISCUSSION

This study aims to examine in detail the methods and materials used in the Teacher Training Field Practice (PLPK) program. In particular, this study aims to understand the experiences of future teachers enrolled in the Islamic Religious Education program, with the ultimate goal of improving strategies to strengthen their core competencies. This qualitative research focuses on current phenomena related to PLPK, drawing on the in-depth experiences of participants. Over a two-month period, from November to December 2024, this study should be a benchmark for future research, especially in relation to PLPK.

¹⁸ Mukh Hizbul et al., "Strengthening the Professional Skills and Soft Skills Competencies of Future Religious Education Teachers through the Schooling Program (PLPK) in Indonesia", *Journal of Islamic Religious Education*, 21.1 (2024).

¹⁹ L. J. Moleong and T. Surjaman, *Qualitative Research Methodology* (Remaja Karya, 1989) <<https://books.google.co.id/books?id=YXsknQEACAAJ>>.

Data collection for this study involved two main methods:

In-depth interviews

Conducted with students and supervisors to gather information about their experiences and strategies implemented during the program. Each interview, which lasts between 60 and 90 minutes, takes place on campus by mutual agreement. For participants who are unable to attend in person, interviews are arranged at alternate locations, allowing flexibility in the process. which encourages participants to share detailed insights. After each session, the researcher confirmed the answers and asked about any additional information the participants would like to provide, making sure that no important detail was overlooked.

Documentation

This includes the collection of relevant documents related to the program, such as the curriculum, practice reports, and feedback from students and faculty. Data analysis focuses on the reduction process, in which interview data is shorthanded verbatim and categorized according to the main topics identified. This transformation is an important step that facilitates the detailed organization and filtering of the data. a theme that reflected the experience of the participants during the PLPK program.

The final stage of data analysis involves writing a comprehensive description and validating the collected data. These descriptions combine structural and textual explanations, detailing the participant's experience. Verification is done by sequential polling, which ensures that the data remains stable and reliable. The method of analysis used is based on the framework developed by Miles and Huberman, which involves three parallel activities: data reduction, data presentation, and thesis conclusion.

1. Data reduction

This process involves selecting, simplifying, and transforming raw data collected from written records in the field. It is important to refine, direct, classify, and eliminate unnecessary information.

2. Data Presentation

This aspect involves organizing information to facilitate practical conclusions and conclusions. Effective presentations, including charts and graphs, increase the clarity of conclusions.

3. Final Image

According to Miles and Huberman, this is a complex activity that culminates in a comprehensive understanding of the data. The findings are tested during the course of the study for their accuracy and validity.

Through this methodology, this study aims to provide valuable insights into the PLPK program and its impact on the development of future teachers in Islamic religious education.

The results of student interviews show that the Professional Teacher Field Practice (PLPK) program plays an important role in improving students' basic skills in the learning environment. Participants emphasized the need to strengthen competencies such as classroom management and

effective communication with students to achieve the best results. Thorough preparation is important before implementing a program, especially when preparing a Training Implementation Plan (RPP). The planning process during PLPK is usually collaborative and lasts three months.

Students report that guidance from supervisors and teachers greatly helps them prepare for teaching, fostering a sense of readiness and confidence in their roles. In terms of teaching methods, interviews highlight the frequent use of a combination of lectures and discussions to increase engagement. Classroom management strategies are designed to accommodate the diverse personalities of students, demonstrating flexibility depending on the circumstances that arise. In addition, learning materials such as guidebooks and PowerPoint presentations are effectively used to facilitate the learning process.

Students' comprehension is assessed through post-class quizzes that are designed to measure their understanding of the material. A peer-to-peer approach is adopted to promote character development, which has a positive impact on students' social skills. Despite these achievements, the PLPK program has faced challenges, such as communication barriers between schools and DPL groups, as well as a lack of initiative among students to seek help from educators.

However, the experience gained during the program is considered invaluable, allowing students to improve core competencies, including teaching skills, personal development, professionalism, and social awareness. Overall, the PLPK program is seen as an important step in preparing students to become effective educators. In the future, it will be useful to pay more attention to improving communication and encouraging students' initiative in the learning process.



Figure 1. In-depth Interviews

Interview with the Lecturer:

The main purpose of the assessment process is to assess students' mastery of the competencies expected of them and to measure the effectiveness of teachers' work in their teaching. Assessment plays a strategic role, allowing educators to develop enrichment and improvement programs based on the results obtained. Teachers should adhere to several key principles when conducting assessments: (1) assessments should be credible and include all aspects of student development, (2) assessments should be continuous and emphasize honesty, (3) they should collect information about students' level of competence, and (4) assessments should be considered as part of the learning process, not just as an endpoint.

This philosophy is reflected in the Student Ability Assessment Tool (APKM), which describes how student performance is assessed during the PLPK. APKM is primarily based on real student achievement in the field and also includes grades given by teachers in relevant subjects. It is important that this tool is recognized by supervisors to ensure that student assessments are transparent and consistent. Typically, the assessment is done at the end of the learning activity, with a minimum passing score set at 3.0. Students who succeed below this threshold must take the PLPK on their own, under the supervision of the Vice Chair for Academic Affairs. Failure to repeat the PLPK prevents students from taking part in Sempro and other thesis-related activities.

In addition to APKM, assessment also includes student reporting under the guidance of their supervisors. The campus provides guidance and socialization related to reporting during the PLPK, tailored to each area of study. Students who neglect their reporting responsibilities are also prohibited from continuing to work on KKM and their graduation project or thesis. Throughout the PLPK program, various problems arose, especially in terms of communication between members of the group. However, field supervisors consistently offer valuable guidance to help students navigate these issues.

Students often find it difficult to balance their teaching practice with other professional commitments, which can reduce their concentration and effectiveness. Despite these challenges, PLPK programmes prove to be very rewarding, providing students with hands-on experience in the field and preparing them to become teachers with core competencies including pedagogical, vocational, personal and social skills.

The Essence of PLPK Training

The main focus of this Integrated Professional Teacher Training Practice (PLPK) is teacher training and teaching practice, both within and outside universities. This entailed two consequences at once. Moreover, since the pedagogical practice carried out by students during the CCN is considered only an official activity, its implementation does not comply with the existing procedures, mechanisms and standards of pedagogical practice. CCS supervisors who are not education teachers exacerbate the situation. Therefore, the process and results are inefficient. Secondly, students who are not in education but are members of the KKN have the opportunity to participate in teacher training activities. And all this obscures the characteristics of a teacher whose profession is produced by educational institutions and educators, and all this requires competent teachers, public or private universities designated by the state to organize this PLPK, and also gives the impression that teaching is not an ordinary profession, but an activity that can be done by anyone according to the chosen specialty.²⁰

Technical and non-technical skills training in the PLPK program is supported by an accompanying lecturer (supervisor). Faculty provide opportunities for consultation and guidance when students encounter problems in the field, thereby helping them find solutions to those problems. Some students experience significant difficulties, such as lacking the courage to enter

²⁰ Rika Vidianita, "Implementation of the IAIN PPKT Student Program in Manado", *Al-Tawassut: Journal of Islamic Economics*, 2023.

a classroom when asked to practice teaching. An accompanying lecturer provides a deeper understanding so that students feel more confident in completing assignments. Another problem that sometimes arises is the violation of rules and ethics by students, such as not attending school or inappropriate clothing, which does not reflect the ethics of PLPK participants. One student respondent said, "There was a group of my friends who committed disciplinary offenses by not being present at the start of the PLPK program. The school informs the principal about them and gives further instructions." This shows that in implementing the PLPK program, teachers and their accompanying teachers have a responsibility to guide students on their paths to becoming professional, competent, and character teachers.²¹

Professional teacher training, if done correctly, can be a force for enriching teaching practice and retaining teachers in the profession.²² Teaching non-technical skills in the PLPK program also aims to enable students to think critically. This means that actions taken, if they are not in line with regulations and policies, can be corrected by appropriate solutions. For example, if teachers are still lacking in the design of teaching tools, then existing knowledge can be improved. A student of the Religious Education program explained: "When we are asked to teach in a classroom, We usually develop a variety of teaching methods based on the knowledge gained on campus. For example, when explaining certain material, we create props that are easy for students to understand. This teaching tool is one of the teaching methods that is different from the one usually used by teachers."²³ Since the professional competence of teachers shows not only the quantity of work, but also the quality of work, teachers must cultivate and develop their creative attitude to learning management by selecting and implementing various approaches, methods and teaching tools that correspond to the student's condition and achievements of his competence. Teachers must understand that there is no single truly successful approach to working with all students.²⁴

Overall, the experience of prospective PLPK faculty students answers the fundamental question of this study, namely how the integration of the knowledge gained can be applied in this field. In addition, this program also reveals what students gain by participating in PLPK. In addition, the PLPK program provides insight into how technical and non-technical skills can be applied at the same time. In addition to observations, teaching methods, and administrative tasks as teachers, students will also learn about interactions in school. This is important because the competence of future professional teachers depends not only on the possession of cognitive knowledge, but also on the necessary affective and psychomotor competencies. Based on an interview with the faculty in charge of PLPK, Dr. Edy, it was found that the technical and non-technical skills that students gain include training in ethics, independence, discipline, responsibility, critical thinking, innovation, pedagogical ability, teaching design, and the creation

²¹ Fausia, *PLPK Student Interview 2024*, 2024.

²² Claire Golledge et al., "Changing Aboriginal Education Practices Through Conversations on Teacher Professional Training," *Teacher Teaching and Education*, 155. April 2024 (2025), p. 104900, doi:10.1016/j.tate.2024.104900.

²³ Seth *PLPK Student Interview*, 2024.

²⁴ Abdul Majid, *Competency-Based Islamic Religious Education* (Bandung: PT Remaja Rosdakarya, 2006).

of learning assessment tools. All these aspects function to develop and strengthen the competence of future student teachers in the field of education.²⁵

The possession of technical skills (hard skills) and soft skills is very important for future students of religious pedagogical faculties. For this reason, mastering these two aspects must be taught effectively. In the PLPK program, it was found that the training was carried out using an integration model in each area and course taught. The PLPK program is an integral part of the curriculum in the educational curriculum and is included in the compulsory courses. This approach to the education and training of future religious teachers is also supported by previous research. The PLPobjK program, integrated into the curriculum, is one of the solutions to increase students' competence. Other studies show that mastery of technical skills and social competence is essential for preparing college graduates who will enter the workforce.²⁶ This programme is more effective because it provides opportunities for practical practice in the field. Students' mastery of both competencies is greatly influenced by the role of lecturers who provide knowledge during lectures. Therefore, practical and experiential learning is necessary to provide information and knowledge to students.²⁷

Riyanti's previous research also supports these findings, according to which social skills are an important element of supporting work. In particular, teachers who have good social skills will be able to learn more effectively.²⁸ In addition, the possession of technical skills also greatly supports the effectiveness of a person in doing their job. The technical skills and abilities they possess, based on previous experience and practice, will make it easier for them to perform their duties, especially in an era full of change.²⁹ However, the study also identified problems in this area, where some students did not comply with the established rules and regulations. This shows that they do not fully understand the importance of the PLPC program for themselves. Violations such as unruly tardiness, frequent requests for permission and failure to complete educational tasks are forms of violations committed the importance of attitude and ethics in the performance of one's duties. In addition, it is also important to emphasize that ethics is one of the social competencies that future teachers should possess.

Another aspect that is taught in the PLPK program is communication skills.³⁰ Students with social skills can be recognized by their ability to interact and communicate with others.³¹ One of the indicators is the ability to speak effectively. This communication skill is very important because future teachers must be able to pass on their knowledge to students in the future. The

²⁵ Edie Interview with GTAI lecturer Sirojul Falah, 2024.

²⁶ Susan Beltman and Emily Poulton, "Strategies Teachers Use to Maintain Motivation", *Teacher Teaching and Education*, 155.May 2024 (2025), p. 104882, doi:10.1016/j.tate.2024.104882.

²⁷ Omar Davila, Jr., "Learning for Transformation: Teachers of Color and Academy for Future Educators, Grow Yourself Program," 155.Dec. 2024 (2025).

²⁸ May Queen, Henning F.J. and Mengnan Li, "Improving the way teachers discuss data for data-driven decision-making," 155.April 2024 (2025)<<https://doi.org/10.1016/j.tate.2024.104884>>.

²⁹ Soemira, A., Lubis, A. S., Davy, S. S., & Ovami, D. S. (2023). Hard Skills Are Important for Students in the VUCA Era: Literary Studies.3(4)

³⁰ Luca Anderlini, Dino Gherardi and Roger Lagunoff, "Communication and Learning", *Overview of Economic Research*, 79.2 (2012), 419–50.

³¹ Justin Phillip Jim et al, "Embodied Knowledge: Towards a Relational Testimony Pedagogical Pedagogy," 155.Dec 2024 (2025)<<https://doi.org/10.1016/j.tate.2024.104909>>

process of transferring information will go well if communication is smooth. Students will find it easier to understand the material if it is presented in good language. Another aspect to consider is the choice of words in communication. Future teachers should be able to distinguish between formal and informal language. Informal language may be required in teaching, but teachers should not use language that does not comply with the rules of education.

In addition to ethics and communication, the ability to design learning is also an important aspect of technical skills. This ability includes the preparation of a training implementation plan that includes competency targets, training materials, media used, duration of training and assessment. This ability is very important, because teachers must be able to calculate time for each subject. The choice of media and teaching aids is also very important to facilitate students' understanding of religious materials, which are often abstract.

Another technical skill that future teachers should master is the assessment of learning outcomes.³² Teachers should be able to design appropriate assessment tools and carry out the assessment process. Assessment results are very important in order to know learning outcomes. More importantly, assessment can be a guide for teachers or schools in planning necessary improvements in education. Assessment can also be a solution to problems that arise during classroom learning. In addition, students need interesting teaching methods for students, For example, by participating in group activities where recipients will learn, practice collaboration, and create a balance between their ideals and team values, affective areas can be facilitated through group discussions where students can reflect on learning, such as the appropriate timing, problems that may arise, and solutions to them.³³

Based on all the aspects considered, it can be concluded that the skills and competencies of future teachers of religious education can be formed and developed within the framework of the PLPK program in cooperation with partner schools. This PLPK exercise encourages students to engage well with all stakeholders in the school environment. As a consequence of these classes, students will have a rich and varied experience, where this knowledge and practical experience can be a valuable provision in the future.

CONCLUSION

This study highlights the importance of strengthening basic skills for future teachers of Islamic religious education through the Field Practice for Teaching Activities (PLPK) Program at STAI Sirojul Falah. Through a qualitative approach, this study was able to identify various challenges faced by students during the program, including a lack of hands-on experience and difficulties in managing the classroom. The results of interviews with students and supervisors show that thorough preparation and proper guidance are very important to increase the

³² Ameliasari Tauresia Kesuma et al., "Evaluating the Model of Self-Regulated Learning in High School: A Systematic Review of the Literature", *Universal Journal of Education Research*, 8.10 (2020), 4792–4806 (p. 2) <<https://doi.org/10.13189/ujer.2020.081051>>.

³³ Duangruetai Phraibuyeng, Mathaka Sriklo, Dan Malini Yujayen, "Effectiveness of Life Support Education Program for Primary School Teachers' Knowledge and Skills: A Quasi-Experimental Study", *International Journal of Pacific Nursing Research*, 28.2 (2024), 240–51 <<https://doi.org/10.60099/prijnr.2024.265841>>.

competence of future teachers. In addition, the study highlights the important role of integration between theory and practice in the development of teaching skills, where students are expected to be able to apply the knowledge gained in the classroom to real-life situations.

Theoretical conclusions show that character education is the most important aspect that should not be ignored in the learning process. Prospective teachers should understand and apply character education in every interaction with students in accordance with the objectives of the study so that graduates not only have pedagogical skills but can also form a wise and responsible student personality. The results of this study are expected to provide valuable recommendations for the development of educational programs at STAI Sirojul Falah. It is hoped that by identifying strategies and challenges in PLPK, this programme can be improved so that future teachers are better equipped to cope with the demands of the ever-evolving world of education. However, this study has limitations, namely certain aspects that have not been studied in depth, so it can be the object of research of its time.

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