Integrating VUCA 2.0 Principles into Islamic Education to Fostering Sustainable Future

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ABSTRACT

Islamic education faces significant challenges in the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era, which affects students' ability to deal with rapid change and contribute to sustainable development. This research aims to explore the integration of VUCA 2.0 principles (Vision, Understanding, Clarity, Agility) into Islamic education to improve its quality in facing future challenges. Using a descriptive qualitative approach focusing on literature study, this research analyzes data from various sources using Creswell's model technique. The results show that integrating VUCA 2.0 in Islamic education can increase students' adaptability, develop long-term vision, deepen understanding, improve the quality of education, contribute to sustainable development, and strengthen Islamic values. In conclusion, integrating VUCA 2.0 principles is a strategic step to prepare a generation of adaptive, visionary Muslims who contribute positively to sustainable development. The implications of this research include improving the quality of Islamic education, developing more resilient student characters, and contributing more significantly to sustainable development through education responsive to global change.

KEYWORDS

islamic education; vuca 2.0

1. INTRODUCTION

Today's world is filled with complex and constantly changing challenges. To succeed, individuals need to be adaptable, flexible, and able to think critically (Waller et al., 2019). The world we live in is characterized by volatility, uncertainty, complexity, and ambiguity (VUCA) (Keinanen & Havia, 2022). The impact of VUCA, which is now being felt in different service sectors, including education, is increasingly concerning. Technological disruption has turned the once peaceful landscape of life into one that is unpredictable, complicated, and unstable. This change is not limited to a single field, and it affects multiple aspects of community services. Often seen as the foundation of community development, the education sector has not been exempt from this transformation. The uncertainty and complexity brought by the VUCA era challenge traditional paradigms in education and compel stakeholders to reconsider their strategies and approaches to prepare future generations for this new reality (Abu et al., 2023).

Therefore, Islamic education systems must evolve to address these challenges (Yusuf, 2023). The challenges that are evident today in the VUCA era include global economic volatility that causes market and employment instability, political uncertainty that affects education policy, rapidly evolving technological complexity that is difficult for traditional curricula to keep up with, and ambiguity in social and cultural values due to globalization (Ilham, 2020). All of these create a challenging environment for Islamic education to remain relevant and effective in educating the younger generation .

Islamic education has the potential to play a crucial role in preparing individuals to face the VUCA era and build a sustainable future (Yusuf, 2023). However, there are still gaps in integrating VUCA principles into Islamic education curricula and practices. As a result, individual Muslims are not fully ready to face the challenges of the VUCA era and contribute to sustainable development. The concept of VUCA, which describes the current state of the world, requires a more flexible and responsive approach to education. Building on this concept, the principles of VUCA 2.0 (Vision, Understanding, Courage, Adaptability) offer constructive solutions for facing future challenges (Ahmed et al., 2022). By integrating these principles into Islamic education, we can help students develop the skills and knowledge they need to navigate the complexities of the modern world and foster sustainable development.

Actually, there have been several previous studies that examine the phenomenon of education in the VUCA era. However, previous studies were limited to theoretical studies on morals, including character education models for students and teacher personality in the VUCA Era (Saputra, 2023). Furthermore, other studies describe teacher strategies to increase student output and the challenges of higher education institutions in facing the VUCA era (Waller et al., 2019). Some of these studies focus on the challenges, impacts, and strategies of educators in facing the demands of the VUCA era. Other studies only focus on improving the ability of individuals and organizations to adapt and thrive in a changing environment in the business, industries, and human resources management (Ahmed et al., 2022; Bahri, 2022). For example, the integration of a long-term vision (Vision) with a deep understanding (Understanding) of the context and challenges faced, coupled with the courage to make decisions and adaptability (Adaptability). The results of this study proved effective in creating a more dynamic and productive learning environment by integrating the principles of VUCA 2.0.

No research has examined the derivative concept that came out after the VUCA concept, namely VUCA 2.0, which is a solution concept in facing the VUCA era, especially in Islamic educational institutions. Therefore, this research aims to fill the void by exploring the

integration of VUCA 2.0 principles in Islamic education, which is expected to increase students' capacity to face future challenges and contribute to sustainable development. This research utilizes a holistic approach that combines the modern concepts of VUCA 2.0 with the values and principles of Islamic education.

The implications of this research are wide-ranging, including improving the quality of Islamic education, developing more resilient and adaptable student characters, and contributing to sustainable development through education more responsive to global change. With this approach, it is hoped that Islamic education can play a more significant role in creating a sustainable and resilient society and producing individuals ready to face challenges and opportunities in an increasingly complex era of globalization.

2. METHODOLOGY

This study employed a descriptive qualitative research approach focusing on library research. Data was collected from various sources such as literature, journals, articles, and books offering relevant information. The selected articles were obtained from reputable national and international journals using platforms like Google Scholar and DOAJ. The Creswell model data analysis technique was utilized, which involved six stages: organizing and preparing the data for analysis, thoroughly reading all the collected data, coding the data for grouping, creating themes or data descriptions, developing cross-themes, and finally interpreting the themes (Creswell & Crswell, 2018).

3. RESULTS AND DISCUSSION

3.1. Understanding VUCA 2.0 and its core principles (Vision, Understanding, Clarity, Agility)

VUCA is short for Volatility, Uncertainty, Complexity, and Ambiguity. It was first introduced in Warren Bennis and Burt Nanus' leadership theory in 1987 and later adopted in military leadership training at the US Army War College to describe the rapidly changing political-security situation in the 1990s. This period was marked by events such as the collapse of the Soviet Union and the Gulf War (Bahri, 2022). The VUCA world is known for its high level of interconnectedness. (Hanti et al., 2021). However, VUCA is also being adopted in the business world and the public sector due to its similar interpretation. Meanwhile, Soraya explained that VUCA can be described in the following points:

First, Volatility is the term used to describe the unpredictable changes that are currently occurring. The frequency and magnitude of these changes cannot be predicted, leading to instability or volatility (Soraya et al., 2022). This volatility affects the technology and business sectors and the social and economic sectors. These factors can influence the rate of change. Volatility refers to the fast and unpredictable changes that occur worldwide. For example, no one could have predicted that 2020 would turn out to be the worst year for almost all business sectors worldwide. According to Baran, being personally and institutionally agile is crucial for effectively managing in the face of VUCA. (Baran & Woznyj, 2021).

Second, Uncertainty is inherent in the process of achieving goals. At each stage, uncertainty is likely to be encountered. However, uncertainty can be mitigated through the acquisition of information. The more information and understanding we successfully obtain, the lower the likelihood of uncertainty. Nevertheless, despite gathering a substantial amount of information for anticipatory purposes, other variables remain unknown, ultimately

affecting the goal-reaching process. There are numerous difficult-to-penetrate limitations that give rise to these unknown variables (Soraya et al., 2022).

Third, Complexity emerges as development continues. It can be likened to the construction of a building: the more components that are added, the more layered and complex the problems become. Fourth, Ambiguity leads to a message that comes from information that has been obtained. However, the information that has been obtained cannot lead to a clear goal and instead shows a double meaning, so in that condition, ambiguity arises (Baran & Woznyj, 2021).

Along with the times, another view emerged in defining VUCA. Unlike the definition of VUCA above, this new view defines VUCA more positively. The concept of VUCA has been widely discussed, but there is another aspect that we often overlook. Johansen introduces a new perspective that could be the key to better addressing the challenges of this era. This new concept is known as VUCA 2.0 (Patricia S, 2021). Johansen changed the terms in the word VUCA that have a negative meaning into something else: VUCA Prime: Vision, Understanding, Clarity, and Agility. VUCA 2.0 comprises four essential elements: Clear vision, Deep understanding, Clarity in action, and agility to have a high adaptability (Johansen, 2012).

Based on Johansen's terminology, it can be concluded that volatility can be overcome by the vision of the organization's leaders. Leaders with a far-sighted vision can provide clear direction, enabling the organization to move forward despite facing obstacles. A strong vision allows a leader to turn uncertainty into understanding. This understanding aligns all members of the organization, fostering a shared mindset and a clear understanding of their contribution to the organization's success. This principle emphasizes the importance of active communication with multiple parties, which requires consistent two-way communication and shared understanding. The third component of VUCA is complexity, originally defined as the potential for chaos. Johansen, however, views complexity as clarity, a more positive perspective. This clarity can be achieved through individual discipline, ultimately enhancing professionalism. Similarly, ambiguity is replaced by agility, which refers to the ability to respond quickly and adapt to changes and new developments (Utama, 2023).

This concept is not solely about survival, it is about how we can grow and thrive amidst change. As leaders, educators, and learners must develop these VUCA 2.0 skills. By doing so, we can not only overcome challenges but also use them as opportunities for greater progress. This shift in perspective, from mere survival to thriving in a changing world, is crucial (Patricia S, 2021).

3.2. Analysis of the Integration of VUCA 2.0 Principles in Islamic Education

Based on the research findings, it is understood that the principles of VUCA 2.0 (Vision, Understanding, Clarity, and Agility) can be incorporated into Islamic education. By taking a holistic approach and using philosophy as the basis for Islamic education, the essence of each principle is further explained as follows:

First, in the context of integrating VUCA 2.0 principles, Vision is an essential element in Islamic education that requires careful and comprehensive development. Ontologically, Vision in Islamic education refers to an ideal future based on Islamic values and teachings. This vision is derived from the Qur'an and Hadith, reflecting the main objective of Islamic education, which is to cultivate "insan kamil" (perfect human beings) who are noble and beneficial to society.

The true vision of Islamic education is captured in the teachings of all prophets and messengers. It is to wholeheartedly serve and obey everything that Allah commands. (Chalida, 2010). Islamic education needs to be reconstructed, reconciled, and reoriented to make significant contributions in the VUCA era. Therefore, Islamic education is required to formulate a vision that not only reflects fundamental Islamic values but is also responsive to the changing dynamics of the modern world. (Ilham, 2020). This vision should inspire learners and provide clear direction by integrating Islamic teachings with contemporary needs and challenges. In practice, this means creating visionary educational goals that go beyond religious knowledge and also prepare students to navigate the complexity and uncertainty of the future.

A vision of Islamic education integrated with VUCA 2.0 also highlights the importance of incorporating a long-term perspective into the curriculum, equipping students with adaptable and resilient skills. Furthermore, this vision should inspire learners with a balanced and meaningful understanding of Islamic life that is relevant to the global context while remaining firmly rooted in Islamic principles. Therefore, this vision in Islamic education becomes a strong foundation for cultivating a generation of Muslims who not only practice their religion but also make positive contributions and thrive in the global era.

Second, Understanding In the context of integrating VUCA 2.0 principles into Islamic education, the aspect of understanding plays a very important role. Islamic education needs to emphasize a deep and comprehensive understanding, not only of the teachings of Islam itself, but also of the complexities of the contemporary world. This involves encouraging a critical understanding of Islam's primary sources, the Qur'an and Hadith, and the ability to interpret and apply these teachings in a modern context. (Yusuf, 2023).

The principle of understanding in its essence in Islamic education demands the development of the ability to analyze and synthesize information from various sources, enabling learners to understand Islam holistically and contextually. Furthermore, the aspect of understanding in Islamic education also emphasizes the importance of interreligious and intercultural dialogue. This aims to enhance global understanding and develop an attitude of tolerance and appreciation of diversity (Hasanah & Abbas, 2023). With this approach, learners not only gain a deep understanding of Islam, but they are also able to relate it to contemporary issues and global perspectives. The result is a generation of Muslims who have a strong understanding of their religion, but are also open, critical, and able to interact positively in a diverse and changing society.

Third, integrating the Clarity principle into Islamic education is a crucial aspect that aims to effectively and relevantly convey Islamic teachings and values. This approach emphasizes the importance of clear and contextualized teaching methods that can translate Islamic concepts into language and situations that modern learners can understand. Educators must be able to relate Islamic teachings to contemporary issues and daily life experiences, making learning more meaningful and applicable. (Abu et al., 2023). This involves the use of concrete examples, case studies, and interactive discussions that allow learners to see the relevance of Islam in facing the challenges of the modern world.

Clarity is the solution to the complexity condition (Johansen, 2012) In the context of Islamic education, clarity encompasses not only the development of effective communication skills among educators and learners, but also the vital aspect of ensuring that Islamic messages are conveyed accurately and received without misunderstandings or misinterpretations. By emphasizing clarity, Islamic education can effectively bridge the

gap between Islamic teachings and the complexities of contemporary reality, fostering courage in the face of challenging conditions.

Fourth, The integration of the Agility principle in Islamic education is a key element that enables the education system to remain relevant and effective amidst rapid change. It focuses on building flexibility and adaptability in all aspects of Islamic education, including students. Its implementation involves integrating the latest technology and innovative learning methods that enrich students' learning experience, such as the use of digital platforms, project-based learning, or interactive simulations that integrate Islamic values with 21st century skills (Hudia et al., 2023).

Based on these findings, the development of a flexible curriculum is a priority because it allows for rapid adjustment to the demands of the times without compromising the basic principles of Islam. In this case, the Indonesian government has implemented this principle by issuing an independent curriculum policy for all educational institutions in Indonesia, including Islamic educational institutions. The expected result is that Islamic education is more adaptive and agile by emphasizing the development of critical thinking and creative problem-solving skills in the Islamic context, preparing students to face unpredictable challenges. Applying agility creates adaptability skills in students and their educational institutions (Patricia S, 2021). In order for Islamic education to not just survive, but also flourish amidst change, it should aim to produce graduates who possess a solid Islamic foundation and are also highly adaptable, enabling them to make positive contributions in an ever-changing global society.

3.3. Forecasting the Impact of VUCA 2.0 Integration in Islamic Education on Sustainable Future

The integration of VUCA 2.0 principles (Vision, Understanding, Clarity, Agility) into Islamic education is a groundbreaking endeavor that aims to support sustainable development. Research data suggests that this integration has the potential to revolutionize the traditional education system, making it more dynamic and responsive. In the future, we can expect a flexible Islamic education curriculum, innovative teaching methods, and a comprehensive approach.

Indonesia has already taken the first steps towards this transformation by implementing an independent curriculum. The Merdeka Belajar curriculum can accommodate the 21st century skills needed in the VUCA era, but needs to be adjusted to align with Islamic values (Rochmat et al., 2023). By integrating VUCA 2.0 into Islamic education, we can ensure the creation of high-quality education. Emphasizing Vision, Understanding, Clarity, and Agility will make Islamic education globally relevant. Graduates will be well-equipped to tackle global challenges and contribute to finding solutions to global issues.

Furthermore, leaders with a forward-thinking vision will be able to design curricula and educational programs that meet future needs (Solihin, 2020). While becoming more global, the integration of VUCA 2.0 can also reinforce Islamic identity and values. This will cultivate a generation of Muslims who are deeply rooted in their traditions while remaining receptive to modern progress.

The integration of VUCA 2.0 in Islamic education has the potential to create a more sustainable future. It can achieve this by preparing a generation of Muslims who have a clear vision, deep understanding, clarity of purpose, and agility in the face of change. However, realizing this potential will depend on effective implementation, support from stakeholders, and the ability to balance tradition with innovation. Increased

adaptability and student readiness in VUCA 2.0 principles can help students better prepare for rapid change and unexpected challenges.

Adaptability and courage in decision-making will be critical to their future success. Education that incorporates vision will help students have a long-term view of their purpose in life and how they can contribute to sustainable development. This is important for creating a generation that not only focuses on short-term results but also on the long-term impact of their actions (George, 2017).

Islamic education integrated with VUCA 2.0 will be more effective in supporting the Sustainable Development Goals (SDGs). This can involve a greater focus on issues such as education, climate change, gender equality, and poverty reduction from an Islamic perspective. Graduates of Islamic education will be better equipped with 21st-century skills such as critical thinking, creativity, communication, and collaboration. This will enhance their competitiveness in the global job market (Bahri, 2022).

Furthermore, the aspect of understanding, or deeper understanding, emphasizes the importance of comprehending and appreciating the complexity of the modern world from multiple perspectives. This will enhance students' ability to seek comprehensive and sustainable solutions (Yusuf, 2023). Islamic education will prioritize the application of knowledge to real-world problems, bridging the gap between theory and practice, and encouraging students to use their knowledge in relevant contexts.

The concept of agility in VUCA 2.0 will foster a culture of lifelong learning within the Muslim community, equipping students with the skills to adapt to rapid change continuously. VUCA 2.0 also promotes the development of new models of leadership in Islam that combine traditional values with the necessary skills for navigating a complex and rapidly changing world (Baran & Woznyj, 2021). Integrating VUCA 2.0 will not only enhance students' practical skills but will also reinforce Islamic values such as justice, wisdom, and social responsibility. This is crucial to ensure that sustainable development aligns with Islamic moral and ethical principles.

Overall, integrating VUCA 2.0 into Islamic education has the potential to bring positive impacts to individuals and society. It can help shape a generation that is more resilient, adaptive, and committed to sustainable development, ultimately contributing to the advancement of humanity as a whole. However, realizing this potential will depend on effective implementation, support from stakeholders, and the ability to strike a balance between tradition and innovation.

4. CONCLUSION

Integrating VUCA 2.0 principles (Vision, Understanding, Clarity, Agility) into Islamic education is a strategic and innovative step in facing the challenges of the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era. This research demonstrates the significant potential to transform Islamic education, making it more adaptive, relevant, and effective in preparing Muslim generations to navigate the complexities of the modern world. By integrating these principles, Islamic education can foster students who possess a deep understanding of Islamic values and long-term vision, adaptability, critical thinking, and creative problem-solving skills. This enables them to contribute positively to sustainable development in the future. The integration serves as a bridge between traditional education and the demands of the modern world, allowing Islamic education to remain relevant and responsive to global change. Additionally, the integration of VUCA 2.0 has the potential to enhance the role of Islamic education in shaping individuals who are not only devout in their religious beliefs but also capable of making significant contributions to an evolving global

society. This integration equips a generation of Muslims with resilience, adaptability, and vision.

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