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Lecture Theater, UCYP Main Campus Tanjung Lumpur, Kuantan, Pahang, Malaysia

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Lecturer Theater, UCYP Main Campus Tanjung Lumpur,
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November 30th, 2019

Editors:
Dedi Sanjaya
Azhar Jaafar@Ramli
Ismail Suardi Wekke

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Preface

This book is the compilation of papers from 1st International Student Colloquium in Conjunction upon a theme "**Adaptive Strategies for Sustainable Education**", which was held on November 30th, 2019. This colloquium was jointly organized by *University College of Yayasan Pahang (UCYP) & South-East Asia Academic Mobility (SEAAM) in Collaboration with Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, Universitas Muhammadiyah Sorong (UMS), Institut Agama Islam Negeri (IAIN) Pare-Pare*, Institut Agama Islam Negeri (IAIN) Ternate, Institut Agama Islam Negeri (IAIN) Kendari, Institut Agama Islam Negeri (IAIN) Padangsidimpuan and Universitas Negeri Padang (UNP).

As the chair of 1st International Student Colloquium, it gives me great pleasure to extend my warm welcome to all the 1st International Student Colloquium delegates. I would like to express my utmost appreciation and sincere thanks for your support. Without the tremendous support, this special event would not have materialized. On behalf of the organizing committee, I would like also to acknowledge our gratefulness and appreciation to all the sponsors and partners who have been supportive in ensuring the success of this event. The main aim of organizing this event is to offer a platform for researcher, academics, and students to present, share and promote their research and development strengths, particularly issues in education. This conference theme has attracted Malaysian students and international participants from 5 (five) countries including Indonesia and Thailand. Following the double-blind peer-reviewing process, a total of 34 abstracts were accepted for presentation and a total of 18 full papers were accepted for publication (in E-Proceeding).

Overall, the articles raise many concepts with aim to meet questions regarding the Adaptive Strategies for Sustainable Education. It considers thousands of alternative ways to explore the opportunities in sustainable education in discussion of conceptual papers, case study and empirical research. This volume is an important addition to the literature on education. It may also be valuable to an audience beyond academia interested in culture and social studies.

Last but not least, I would like to express my gratitude and credit to all members of the organizing committee for their full assistance and hard work throughout the year of 2019. This event would not have been possible without the help of them and their devotion to work in making this colloquium a success is greatly appreciated.

Kuantan, November 2019

Chairman of 1st International Student Colloquium

Challenges of Islamic Generation Education in the Millennial Century

Ano Suherlan[1], Magdalena[2], & Surahman[3]

[1]SMA Negeri 1 Plus Matauli Pandan, [2] IAIN Padangsidimpuan & [3]STAIN Sorong

Corresponding Author's Email: dr.magdalenalubis@gmail.com

Abstract

The industrial revolution has transformed the way in which today's first-person-to-human work has been automated/digitized through innovation and thought in real life. Revolution 4.0 should be balanced with education systems and self- improvement aimed at addressing the era of globalization under the Industrial Revolution 4.0. The industrial revolution provided its own benefits to people's lives. Synthesis of Industrial Revolution 4.0 will give birth to a prosperous society in development, while education plays an important role in shaping the future. Education is expected to produce humanity, responsible and able to anticipate the future especially in the face of this era of Industrial Revolution 4.0. Education in its broadest sense constantly modeling is taking part in the change and development of humanity. In addition, educational efforts are constantly transmitting, guiding change and transform life with the lives of human toward a better future.

Keywords:

Introduction

Conceptually inspired by the Al-Quran scripture, Islamic Religious Education is a very ideal model of education, by no means, the three facets of human existence which are intellectual that occupied in the brain, the soul that dwells in the heart and the physical that complete as a whole of human body and supportive of the mind and soul work, everything should be developed, built and well maintained. This is all in the framework of human preparation in order to fulfill its function and role as the caliphate of Allah on earth, the fulfillment of the task of Allah in the context of the task of humanity and to utilize the universe for the prosperity of mankind by preserving it. That way, the Muslims have grown up since Muhammad SAW that was sent by the apostles to be the best people.

Continuously, entering the 3rd millennium since the 200s, the world has entered a new world with the development of more efficient information technology, one with the tools in hand, had access any information that is available in the world, due to the openness of the system that allows everyone to keep their information within open sites, so that everyone can easily and reasonably access information through their smartphones. Children born around the 200s are often referred to as millennial, the next millennial generation, they are equipped with information technology tools to gain access to science, technology, teaching materials and even more entertainment and cultural information which contrary to what they should have received and adapted in their lives as Muslim children.

This is a challenge as well as opportunities in the management and development of Islamic education, as students are more likely access knowledge, teaching materials and share knowledge that can be advanced by their teacher, but at the same time they are also exposed to negative content in both political aspect, social movement, entertainment or otherwise, maybe even also access to provocative content that can deceive them. How should Islamic education institutions behave and act? And what teachers need to do in context to enrich their knowledge, and keep them away from negative, provocative, or morally harmful content.

Islamic Education Ideality

Islamic education is a variety of deliberate or unintentional actions of adults and can transmit children into adulthood, self-reliant in the physical and biological, have the skills and the ability, be self-reliant on their skills and abilities, adapt to their environment, be morally responsible, and has the integrity to care for himself, his family, and his social environment. Islamic education is an education that comprehensive and encompassing mental, emotional and physical. These three elements in the human being are very important to build and develop their potential, so that each child, in their turn, can play the role of the caliphate of Allah on earth. To be a caliphate of Allah, one must have sharp intelligence with the skills and knowledge, the strong faith and healthy body. Islamic education should teach four element, head, hand, heart and health.

There are many indicators that can be used to identify the best nation, including mastery of science and technology, civilization development, economic ability, political stability and secure tranquility. However, God through his word also adds an indicator of religiosity, that is, the commitment of diversity in the aspect of belief, ammaliyah, and the power of religious faith in controlling the innovation dynamics of professionalism and the ethics of social life.

The emphasis on building the religious integrity and loyalty has encouraged scholar of Muslim to focus on moral training, like 'Athiyah Al Abrasyi, he does not deny the importance of science and technology learning, he said that science learning is also moral learning. Science teaching should end with relevant ethical norms, and then teachers should always guide, assist and supervise students' moral, and school should be able to design and control the implementation of campus code of conduct based on ethics growth.

Based on Ali Khalil Abu al 'Ainayn's point of view, Islamic education must be balanced between the development of mental, skills, faith, and morals, social adaptation, career building, profession and even the of students to appreciate beauty. Indeed, such comprehensive goals cannot be achieved by basic education, which generally only delivers students' knowledge on the basics of reading, calculating and practicing good ling tradition, so that they can continue studies in middle school that will bring them skills and craftsmanship as the basis of their professionalism and life skills, as well as living their lives to adapt into a diverse community of different background cultures. That's why, in the middle of high school, education design should already delivering students to their professionalism, so they can enter the labor market as skilled labor. Or professionalism is given to college students, in order to become experts.

The demands of job market are always deft and skill energy, whether in industry or in government offices. Thus, diversification of educational programs should be tailored to the needs of the market, so that some, who have already entered the vocational field to become skilled workers, but others who need to be experts and can participate in academic programs in college, then entered the job market. In order to maintain and strengthen the morality of all human resources, the position of religious education is significant. Therefore, the education of beliefs, worship and morals is an obligation on all levels and pathways. To inculcate the spirit of religion, to be consistent in implementing the teachings of religion in any situation, and to reject the negative influence of those outside themselves, whether from their professions, print or electronic media and currently latest gadget challenges.

Islamic education curriculum, must be designed holistically from the start, by providing provisions for students to become young professionals, both skilled and expert, relevant to local, regional and global market needs, and still able to maintain their religious integrity, wherever they take part, so religion becomes a positive image for them, and for Muslims in the world. Likewise with the higher education curriculum, it is better to adjust the needs of the job market, because education cannot be alienated from the labor market. Don't let an anomaly occur, the better the education, the lower the economic capacity of the nation. Therefore, once in a certain phase in the 1990s, Japan did not finance the science and social

sciences program, because both of these sciences were considered not to bring changes to the nation's economy.

Millenial Generation; Opportunities And Challenges

Millennials are those in the year 2000 or when the turn of the millennium occurs, from the second millennium into the third millennium, when the first adult is born, or newly born. This generation is very special in the eyes of those who belong to the baby boomer generation, because when they are born, or when they enter adolescence or early adulthood, The world is entering the era of the information revolution, which is characterized by easy and cheap access to information, which is not only through television, radio, newspapers, but through the internet, which not only uses Personal Computers (PCs) and laptops, but also through smartphones, which can carried everywhere in the hand. The device in the hands of a teenager, can replace the position of a school teacher, replace the position of religious teachers in mushalla, mosque, and also boarding school, even with a device in hand, they can establish communication with their partners in various parts of the world. This is the anxiety of teachers and lecturers as well as religious teachers in schools, madrasah, mosque and boarding school, because millennial children feel they do not need them anymore.

Lauren Troska, in her thesis at the University of Colorado Boulder concluded that the division of generations as used in the census in the US is as follows (Troska, 2016: 8).

Tabel 1*: Human Generation*

NO	GENERATION NAME	BIRTH YEARS	AGE IN 2016
1	GI GENERATION	1901-1924	92-115
2	SILENT GENERATION	1925-1946	70-91
3	BABY BOOM GENERATION	1946-1964	52-69
4	GENERATION X	1965-1979	37-51
5	MILLENIAL GENERATION	1980-1999	17-36
6	GENERATION Z	2000-	16 and under

Millennial generation, currently those aged 19 to 38 years, means those who have just graduated from high school and will enter the workforce, or have just entered college, and their oldest who have entered the workforce in the span of 1 to 13 years. Thus, millennial generations in their careers and professions are just climbing their careers, or in business they are on the rise, if in the bureaucracy or employees in the new industrial world entering the middle manager level, or even still as an employee with a general functional position. If in social life, they are young families who just have children at the age of elementary school or pre-school education. They are the sons and daughters of the baby boomers generation born between 1946-1964. As such, they are also often referred to as echo boomers. They have characteristic as a hard worker, full of dedication and easy to receive direction. But they also are people who are very individualistic, with the ability to develop social networking very well, have social skills and expertise, but usually they lack technical skills (bejtkovsky, 2016: 27).

According to BPS data released in 2013, Indonesia's millennial total in 2015 is estimated to reach 33% of the total population of Indonesia. That is, the total millennial population in 2015 reached 83 million. In 2020, the proportion of millennials can reach 34%, which will be at the age of 20 to 40 years. In that year, millennial generation will become the backbone of the Indonesian economy as it begins to decrease in population of Gen X and baby boomers. Thus, there was a demographic bonus. The most millennial population is in Java, which is estimated in 2015 there were 47 million people (Walidah, 2017: 321). Thus, this generation will determine the future of Indonesia. If they become great people, master technology, and become innovative generations, then Indonesia in the future will be the winner in ASEAN, with the largest population of millennial generation in Southeast Asia.

Looking at the numbers, millennial generation is an opportunity for Indonesia to be able to become the number 1 country in Southeast Asia in terms of innovation, creativity and productivity compared to other ASEAN countries. However, for this ideality they must be well educated, not only in religious and believe aspects, but also in mastering technology, so that they are able to operate, to explain and even to develop it. Therefore, secondary education must have started clarify, what will educate students to be able to, what skills will students gain, and what industry student would be able to work in?. At the same time, Indonesia is a country that highly values religious education. Especially for Muslim students of Islamic Religious Education (PAI), it seems to be a serious concern, because in the view of the Indonesian people represented by various educational regulations, it is very clear that PAI becomes very important, this is because the vision of Indonesian education in 2025 is to produces a nation that is smart and competitive in nature (Noah, 2010: 17). How to prepare millennial children to be ready and to enter a very difficult challenge, prepare education so that they are smart, skilled and expert, while still strengthening PAI at all levels and paths.

There are four aspect of intelligences, namely spiritual, emotional, intellectual and kinesthetic. Spiritual intelligent has four dimensions, faith, devotion, noble character, and tolerance. The output of education in Indonesia must be able to produce pious communities according to their respective religious definitions. Especially for Muslim students, the devotion has the understanding of carrying out all the commands of Allah and fulfilling all His prohibitions. Furthermore, the functions of the faith, and the belief in the existence of Allah in the lives of all human beings, will make them always controlled by that belief. At the same time, education is also obliged to prepare students who love the country and love change for the betterment of the nation. For all of these, all children of the nation must have the skills and craftsmanship or expertise to be able to enter the job market. Specifically for academics, they must be able to produce prototypes of product together with their production technology, so that the nation will move forward with the strength of the nation's human resources, not because of the strength of its natural resources. But all of that will not be very useful, if they are not healthy, therefore education is also responsible in making a healthy generation.

Four C's Competences

Critical Thinking

Critical thinking in Indonesia is often paired with evaluative thought. However, pragmatically critical thinking is often also understood differently by the wearer. There is a very easy way to define critical thinking is to always be different from public decisions. If someone is able to always think differently from the policy decisions of public officials, it is often said that he is critical. Even though his policy does not necessarily deviate from the vision and mission of the institution, the criticism does not get a public response. This critical thinking style cannot be used as a reference for students, because it is not productive. Then, there are also those who are able to choose from a variety of policies, circumstances, or developments that appear out of regulations, policies, or the direction of institutional development, so it is assumed to be a fault or a major or minor disaster. However, he only has the intention to question, which results in blaming policy makers or decisions, so that it ends in a chaotic way because it is able to influence other groups to strike. This style, too, is less productive because it does not provide a way out to make improvements in the future for the progress of the institution.

Thus, it is not enough to think critically only to be able to think differently from public policy, institutional decisions, but rather it is constructive thinking to bring the company to a state that is assumed to be detrimental to the institution because of slowdown or because of its erroneous path based on regulations, theories or concepts. Then, critical thinking also requires thinking methodologies that are scientific, based on data, theories, and concepts, and objective analysis with techniques and methods that can be accounted for. These skill that must be trained in students, for which, there are no subjects, no special time to train them, but it is the key to their success as professionals, and the key to the success of the

world to knit civilization in the future. This is the main reason, in this paper, critical thinking is included in one of the strategic agendas to train students through the learning process, and integrated it into subject matters such as mathematics, science, social and language.

1. The ability to formulate rational thought either deductive or inductive logic that suits the needs of a problem solving formulation or a proposal. Analysis begins with theory, or regulation, or ideas, and is elaborated in more detail, then presents data, facts or empirical facts, and then analyzes gap between regulation and implementation, between ideas and reality, so that the problem can be formulated. That's the deductive way of thinking. However, if you think inductively, starting with various facts, then juxtaposed with regulations, theories or expectations, and then analyzed the gaps so that the problem can be formulated.
2. Then, be able to maintain the coherence of facts between one another, and be able to synergize the facts, so that they become a unity, to analyze the steps to solve the problem, or the steps to be developed or any of the ideas. Thus, he is able to maintain a dialectical relationship between one fact and another, and between facts and problems, and between problems and solutions.
3. Then be able to formulate conclusions starting with the collection of appropriate data, analyze data, then formulate conclusions based on data and supported by theory, and adjust these conclusions on regulations, theories or concepts, and maintain consistency of problem analysis with the arguments underlying the problem.
4. And finally every students must be trained to be able to solve the problem, namely that the conclusion is able to answer the problems being faced by the institution, and that idea is one of the solutions to solve the problems of the institution, both in the aspects of HR, finance, infrastructure, and company progress, institutions or corporations so that they can perform far more than what was developed at that time.

These competencies must be obtained by each students so that they can enter the global job market, both at the ASEAN level, APEC, and at the global level which will continue to move along with the rapid development of information technology, so that the world becomes borderless, and human mobility in the world not between cities within a country, but between countries in the world. However, this competency has no subjects or courses, there is no training package, and now it is the teacher's mandate that must be trained on students in the learning process of science, mathematics, social studies and language in the classroom. Therefore, multiliteracy pedagogy is now being developed, so that teachers have the integrity to make their subjects as a vehicle for practicing critical thinking.

Communication

Communication is the key to success in any position. If someone's communication is good, using language that is understood by everyone, can convince the recipients, the message is clear and in accordance with the expected target outcome, then all messages will be conveyed and will influence the recipient to follow or at least not reject the information. in any business, any profession, communication is one very vital part. Communication is the process of delivering information or a general understanding of one person against others (Lunenburg, 2010: 1). The communication process will involve the message sender, message recipient, message content, and media or channel. Communication media can take the form of face to face conversations, telephone calls, e-mail or written reports. Communication will be disrupted if the language used is not or poorly understood by the two communicating parties, or the atmosphere is noisy, or the attitude of my recipient who lack respect for the sender, or the recipient is in an emotional state so messages cannot be received perfectly.

Schools or colleges must practice the communication skills of students, to be able to communicate well, be accepted in the job market, and be able to encourage and improve the business of the company or institution where they are working. However, this communication competency also has no subjects other than the communication skill program. And this skill becomes very important for all students and students of any study program; because all they will work on and their communication competence will be used in

their work as professionals. Therefore, the development of communication competencies also becomes a mandate in the learning process on all subject matter. The skills that must be trained on students in the learning process are as follows. (Roekel, 2014: 14).

1. Articulate thoughts and ideas clearly, simply and easily understood, both in oral, written or other nonverbal communication, using various forms of channels that effectively match the messages.
2. Listen to the description conveyed by the messenger, the main message, new knowledge, new values, new attitudes, or other messages to work together. Communication in schools or colleges is still dominated by communication between teachers and students, lecturers and students, administration with students, and between students themselves. These skills, both as senders and recipients of messages, will be used later when they entered the world of professionalism..
3. Using communication for various purposes, whether to deliver news, instructions, motivate, convince someone to follow their thoughts, or influence someone to switch and follow their perspective and tendencies.
4. Train the use of various technology-based communication media in accordance with the progress of information technology, by understanding the various advantages and disadvantages. When a teacher or lecturer conveys his learning message on the internet, at the same time he is training his students to use the internet as their communication channel. Likewise when the teacher or lecturer when asking students to deliver their assignments also through the virtual world channel.
5. Practicing communication in different social contexts using different cultural and linguistic approaches. Students must be trained for communication with multilingual channels, as well as a multicultural approach with a multicultural attitude.

Collaboration

Companies often collaborate, whether by forming a consortium to carry out very large projects, or simply developing cooperation by helping one another in completing work, or by collaborating to develop a business between producers, distributors and marketing. Everything is very possible to happen now, especially in the modern world that is already strongly supported by communication structures that facilitate the process of conversation, negotiation and sharing talks with one another. Cooperation, not only in private cooperatives but also in government institutions, one single ministry, cannot carry out its duties and functions properly without the support of other ministries. The Ministry of Religion which has the task and function of organizing the pilgrimage of hajj, must cooperate with the ministry of transportation, the ministry of health and other institutions, even with private cooperatives to provide various technical interests in the implementation of hajj services for the community. Collaboration is a skill that must be possessed by everyone to be a business person, an entrepreneur, and as a civil servant.

Collaboration is the cooperation by exchanging information, developing various choices of activities and joint work, sharing resources, increasing the capacity of each organization to achieve common goals, and developing through networking, coordination and cooperation between institutions, organizations and corporations in carry out a job. (Himmelman, 2002: 1 4). Three important components in collaboration are networking, coordination and work.

Networking is developing networks with fellow partners to exchange information, and to engage in mutually beneficial cooperation. The network can be carried out between agencies in the same city, between cities, provinces, and even between countries and nations, which is done to be able to understand each other, and can take concrete steps to develop collaboration between them, in order do a project, work and business activities to achieve the purpose and profits together.

This is the essence of collaboration which is a business model in the millennia century, even in collaboration it is expected that each organization will give its best dedication, allocate a

lot of time according to project needs, trust each other and develop mutually beneficial business to be sustainable. In collaboration, each organization is responsible for the progress, setbacks and risks in each job, all done together to achieve common goals, as they also share in the result, income, and even work bonus fairly.

Unlike critical thinking and communication competencies, collaborative competence requires the help of a written curriculum in learning, and can be inserted through the subjects of Social Sciences, Pancasila and Citizenship Education, and English, to be carried out intersectionally, that is all united in the unity of the program, but spread in several subjects. In IPS itself spreads on geography, economics, and maybe even history. While in Pancasila and Citizenship Education, more emphasis on the awareness of the importance of maintaining patriotism amid the encouragement of the diaspora, while English is more about skills how to negotiate and influence others. However, the insertion will be easier on the illustration not the coe content of learning, because it is rather difficult to maintain scientific consistency. Nevertheless, collaboration can also be trained in the learning process through the Problem Based Learning (PBL) technique in Social Sciences, for example when entering relevant topics.

Creativity and Innovation

Some argue that creativity is innate and ended, and so there are only a few creative people in this world. However, educational experts do not believe it, so it is still designed how to prepare the nation's creative children through the educational process. Creative itself means the ability to give birth to an idea, a new concept to solve a problem, or the ability to build a new prototype in creating a new product that will be produced (Fadaee, 2014: 1 4). The above definition, at least implies four criteria for someone said to be a creative person, which is as follows :

1. Divergent thinking ability that can provide different solutions from others about a problem
2. Having sufficient knowledge and having relevant past experience
3. Having the ability to communicate so that you can exchange information with colleagues
4. Have the capacity to think critically and have good analyst skills

To give birth to creative children requires a supportive environment, competent trainers, adequate training, and hard-working individuals. Thus, it is no longer debated, that creativity is formed not born.

Creativity always coexists with innovation, because they are almost the same, that creativity requires new thinking, new ideas for problem solving. And creativity is also related to new prototypes, and new products as alternatives to improving existing products. Thus in the process of thinking there is aphase of giving birth to a new formula, and there is a process of implementing the formula to be used in problem solving. Thus creative people not only think imaginatively, but who use the results of their thinking to solve problems, not to create problems. Similar to innovation, as Mark Rogers interpreted that innovation is "something that is really new and there is really significant development done by the compan y to give added value to users and users of the product" (Roger, 1998: 9). In innovation there is always a demand for creative processes, only the focus is on added value, both for companies or institutions and for users. While the creativity process is usually oriented to give birth to new formulas in order to solve problems. However, Akbar Fadaee and Haitham Obaid Abd Alzahrh easily distinguish, that creativity is the process of giving birth to new ideas, new concepts, new formulas and new models, while innovation is a new way of operating the formula. Thus, innovation always comes after the birth of creative works. If it is just that creativity will not be recognized as a creative work if there is no evidence of new products and new models that are truly distinctive and bring changes, so there is a definition of creativity that means "bringing imagination in to being". The conclusion is in line with the theory developed by Dennis Van Roekel, according to him the relationship between

creativity and innovation consists of three stages, creative thinking, creative work and carrying out work with new innovations. Explanation of the following three stages is as follows (Roekel, 2012: 25).

1. Creative thinking, namely training students for brainstorming in order to obtain ideas and broad input. Then formulate ideas, both incremental ideas which is the creative ideas to go with the flow, and radical, namely creative ideas against the flow. And finally collaborating, analyzing and evaluating ideas that have been formulated to be developed more with maximum effort.
2. Work creatively, by train students to develop, implement, communicate new ideas to others. Then open with input, demonstrate new ideas in the implementation of work, and note the shortcomings to be fixed later
3. Implement innovations, by implement new ideas in new ways and ensure that the new ways will bring benefits to the institution or to customers or service users.
4. As with critical thinking and communication competencies, creativity competencies and outside the classroom. The second basic competency training can be done with Problem Based Learning (PBL) on relevant subject matter whether in Natural Sciences, Social Sciences, Mathematics, Pancasila Education and Citizenship or maybe even on subjects Religious education, or even sports. The training of these two basic competencies is not facilitated with subjects in certain subjects. Maximum entry in learning content through ways of carrying out the task, both looking for data, analyzing data, concluding, and presenting the conclusions of their learning outcomes.

Conclusions

The challenges of Islamic Education for millennial generation are five, which is:

1. Prepare them to become skilled workers and experts who are able to compete in the labor market, so they must be educated and trained in the skills to use tools and technology in the industries that they will enter. Thus, schools, especially secondary education must train their students to enter the industrial world.
2. Providing comprehensive education services, namely educating their intellectuality, so that they have good scientific mastery, training their skills so that they can be accepted by the workforce, educating their souls so that they will become highly motivated human resources to advance the nation and state, and finally educate their physical so that develop healthy, so that knowledge, skills and skills are effective for himself, his family, nation and country. Islamic Education is education for head, heart, hand and healthy(4H).
3. Millennial generation is a digital generation that is very familiar with devices that can access all information and the entire world. For this reason, teachers should also prepare teaching materials that can be uploaded on the internet, and students can study anytime and anywhere. Thus, school or campus can be optimized to train the skills and expertise to operate various kinds of industrial tools and technology used in the industrial world.
4. To face the challenges ahead, so that they can face global competition, at least at the ASEAN level, they must be trained in the 4C realm, including: critical thinking, which is thinking to provide solutions to various problems of their professions, or actually pushing this nation forward to front, by isolating the inferiority complex due to feeling inferior to others. Then, collaboration or cooperation in the ASEAN environment namely English, and finally train them to become creative and innovative people through the learning process.
5. Islamic Religious Education is not only to train world skills, motivated to carry out ritual practices, but also to fill the spirit of devotion in the implementation of secular duties, so that all their charities and works become part of the implementation of religious teachings. How the science teacher prepares and implements the learning process, this is the biggest challenge for teachers.

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UNIVERSITY COLLEGE OF YAYASAN PAHANG
Level 3, Kompleks Yayasan Pahang,
Tanjung Lumpur, 26060 Kuantan,
Pahang Darul Makmur.

T: +609 534 3999 F: +609 534 1399

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