



ANALYSIS OF MAN INSAN CENDEKIA PASER STUDENTS' UNDERSTANDING OF THE ERA OF GLOBAL COMPLEXITY

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Abstract:

This study aims to analyze the understanding of MAN Insan Cendekia Paser students regarding the era of global complexity, characterized by rapid changes in technology, social dynamics, economy, and culture. Using a descriptive qualitative approach, data were collected through observations, interviews, and questionnaires completed by students and teachers. The results show that most students have a good understanding of the concept of the global complexity era, including the importance of 21st-century skills such as critical thinking, communication, and collaboration. Key factors supporting students' understanding include the integration of technology into learning and the global competency-based programs organized by the school. However, challenges such as limited access to relevant information and difficulties in technology adaptation remain. This study recommends improving global literacy, introducing more cross-cultural educational programs, and utilizing more effective technology-based media to strengthen students' readiness for the era of global complexity.

Keywords: *Student Understanding, Global Complexity Era.*

INTRODUCTION

In this era, students are faced with various global issues such as climate change, economic instability, and social shifts that affect their daily lives. A deep understanding of these issues is essential to equip students with the skills and knowledge necessary to adapt and contribute positively in global society. The important role of leadership transformation in facing complex challenges in the era of globalization shows that education and leadership development are very important in this context (Setyawan et al., 2024). In addition, research on intercultural communication also highlights the importance of cross-cultural understanding in dealing with global complexity (Khotimah et al., 2024).

Global Complexity refers to a set of interrelated challenges that arise from the interaction of various factors, including political, economic, social, and environmental. Globalization is a phenomenon that has changed various aspects of human life throughout the world. The globalization process involves increasing interaction and integration between society, culture, and the economy through trade, technology, and information exchange (Fikri, 2024). In an educational context, it is important for students to not only have theoretical knowledge but also the ability to apply that knowledge in real situations. Education is very important to shape every individual to be able to face the demands of ever-changing times. This change cannot be avoided by various levels of society, along with advances in science and technology which are like tsunami waves,

uncontrolled by any group (Pare & Sihotang, 2023).

Nowadays, education is also multicultural. Zamroni made the following statement in a journal, namely "It is crucial to establish policies as the initial step in the implementation and foundation of multicultural education development." (Zamroni & Fajri, 2023). Therefore, this research aims to identify MAN Insan Scholar Paser students' understanding of the definition of the era of global complexity, identify MAN Insan Scholar Paser students' understanding of the era of global complexity, and identify challenges in preparing students to face the era of global complexity.

Credibility criteria. Credibility criteria involve determining the results of qualitative research as credible or trustworthy from the perspective of the participants in the research. because from this perspective the aim of qualitative research is to describe phenomena of interest from the participant's point of view. According to Maleong, the data inspection technique consists of extending observation, increasing persistence, and triangulation. In this case the researcher chose randomly selected MAN Insan Scholar Paser students and teachers, as trustworthy participants.

Transferability (Transferability). The transferability criterion refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. The description must specifically reveal everything that is needed by the reader so that he can understand the findings obtained. In this research, the results of the research will be discussed descriptively.

Depenability (Depenability). Dependability test is a reliability test in qualitative research with the intention that the research can be considered reliable if other people can repeat and reflect on the research process. For this reason, researchers must convince other parties that the research carried out is correct and has been carried out according to the process established through supporting evidence, both during the data collection stage. In this research, the dependability test was carried out by the researcher making a report on the stages of the research process in the field which was validated by the informant.

RESEARCH METHODS

The type of research used is descriptive research with a qualitative approach. Qualitative research is used when problems are not yet clear, to find out hidden meanings, to understand social interactions, to develop theories, to ensure the truth of data, and to examine historical developments. This type of qualitative descriptive research is a type of research that uses a lot of sentences, in the form of descriptives or explanations. The author will take data in the form of descriptives or explanations. Then the data is collected and analyzed so that the author can conclude the results of the research. This research seeks to provide an explanation of the analysis of MAN Insan Scholar Paser students' understanding of the process of facing the era of global complexity.

Data Analysis Techniques, Qualitative data analysis is an effort carried out by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told. to other people (Azis & Mariyatur, 2024). Data analysis methods include descriptive analysis methods, namely systematic, factual and accurate descriptions or paintings of the phenomena or relationships between phenomena being investigated, with the Miles and Huberman model which consists of data collection, data reduction, data

presentation and drawing conclusions (Juniasih et al ., 2024). Data validity is the equivalent of the concepts of validity and reliability according to the qualitative research version and is adapted to the demands of one's own knowledge, criteria and paradigm.

RESULTS AND DISCUSSION

Based on the results of the Google form, it shows that in the era of global complexity, as many as 73.9% of students think that learning 21st century skills, for example, critical thinking, communication, collaboration and creativity is very important. From these results we can understand that many students consider that 21st century skills are very important to face the era of global complexity.

Based on the results of the Google form, it shows that the order of the skills that most need to be taught in schools to face the era of global complexity, namely from the highest order of students who choose critical thinking skills 69.6%, mastery of digital technology 52.2%, cross-cultural communication skills 47.8%, emotion and stress management 39.1%, and others filled in by students with answers, sensitivity to knowing information or global problems, creative thinking because creativity is really needed to develop new innovations, so that they can be involved/enter the current era. Apart from that, students also answer investment, spirituality, literacy skills, ability to adapt and learn throughout life, environmental awareness and global responsibility, entrepreneurship and innovation. From these results we can understand that critical thinking skills are needed to face an era of global complexity that is diverse and has many impacts, both positive and negative.

Based on the results of the Google form, it shows that as many as 69.6% of students stated that the school (MAN Insan Scholar Paser) often teaches skills that are relevant to the era of globalization. From these results we can understand that as one of the research and technology-based madrasahs, MAN Insan Scholar Paser needs to equip students with various skills that are useful in facing the era of global complexity.

Based on the results of the Google form, it shows that as many as 69.6% of students think that the use of technology such as video or simulation is the most effective media or method for students to understand global issues and their complexity. Meanwhile, regarding this matter, 52.2% of students chose group discussions or debates, 34.8% of students chose problem-based project assignments, and 8.7% of students chose textbook-based learning. From these results, we can understand that the most effective media or method for students to understand global issues and their complexity is by using technology such as videos or simulations, which are in accordance with current developments which are made easier by technology, so that students are helped in understanding the issues. in an era of global complexity.

Based on the results of the Google form, it shows that as many as 65.2% of students think that seminars or training on the theme of globalization are the programs or activities that best help prepare students to face global challenges. Meanwhile, regarding this matter, as many as 60.9% of students chose to learn through technology such as e-learning, 43.5% of students chose extracurricular activities (debate and foreign language clubs), 30.4% of students chose international collaboration project assignments, and 13% of students chose others (Student exchange, assignments but done in groups to help each other if there are errors or shortcomings, international student exchange programs, social entrepreneurship activities, foreign language and culture courses, and

sustainable environmental campaigns. From these results we can understand that the most appropriate program helping students face global challenges, namely seminars or training on the theme of globalization.

Based on the results of the Google form, it shows that as many as 82.6% of students think that MAN Insan Scholar Paser has implemented various strategies to face the era of global complexity. Meanwhile, regarding this matter, 25.1% of students chose yes, and 0% of students chose not yet. From these results we can understand that some of MAN's people in Paser have implemented various strategies to face the era of global complexity. From these results we can understand that MAN Scholars have sufficiently implemented various strategies to face the era of global complexity.

Based on the results of the Google form, students mentioned programs at MAN Insan Scholar Paser that were effective in facing the era of global complexity, namely seminar programs, assignments that are often grouped, digital-based learning, Intensive Learning Program (ILP), collaborative studies, home stay, extracurricular activities, e-learning based seminars, League of Language (LoL), language debates at LoL events, student exchange programs, technology and communication based learning, Study Clubs (KBS), Digital Literacy and Programming Programs, Social Entrepreneurship Projects, Leadership Training and Intercultural Collaboration, holding various competitions that train the skills of many students, and learning which is predominantly digital-based, Youth Information and Counseling Center (PIK-R), as well as informatics subjects. From these results we can understand that there are many programs at MAN Insan Scholar Paser that are effective in facing the era of global complexity.

Based on the results of the Google form, it shows that as many as 56.5% of students think that the biggest obstacle they experience in understanding global issues is the lack of access to relevant information. Meanwhile, regarding this matter, as many as 52.2% of students chose ignorance about the importance of this issue, as many as 34.8% of students chose language or communication factors, and as many as 8.7% of students chose insufficient support from the school. From these results we can understand that the lack of access to relevant information is the biggest obstacle experienced in understanding global issues.

Based on the results of the Google form, it shows that as many as 47.8% of students think that the biggest challenge for madrasas is in facing an era of global complexity, namely rapid technological change and global economic or social instability. Meanwhile, regarding this matter, as many as 34.8% of students chose a lack of international cultural insight, as many as 17.4% of students chose foreign language barriers, and 8.7% of students chose others (Limited access to digital technology, because they can only use laptops at certain hours and limited by madrasas to interact outside. From these results we can understand that the biggest challenge for madrasas, in facing an era of global complexity, is rapid technological change and global economic or social instability.

Based on the results of the Google form, it shows that as many as 73.9% of students think that the role of the Madrasah Head or teacher is sufficient in helping students understand the era of global complexity. Meanwhile, regarding this matter, as many as 26.1% of students chose that it had been implemented, and only 4.3% of students chose that it had not been implemented. From these results we can understand that the role of the Madrasah Head or teacher at MAN Insan Scholar Paser is sufficient in helping students understand the era of global complexity.

Based on the results of the Google form, it shows that as many as 69.6% of students think that the best solution to overcome the challenges in preparing students to face the era of globalization is adding cross-cultural education programs. Meanwhile, regarding this matter, as many as 60.9% of students chose to increase collaboration with international institutions, as many as 56.5% of students chose to increase technology-based learning, as many as 47.8% of students chose to hold more discussions about global issues in class, and as many as 0% of students chose other. From these results we can understand that according to students the best solution to overcome challenges in preparing students to face the era of globalization is to add cross-cultural education programs.

CONCLUSION

Based on research on "Analysis of MAN Insan Students' Understanding at MAN Insan Cendekia Paser, the researcher can conclude that many students already know about the definition of the era of global complexity, many students already think that 21st century skills are very important to face the era of global complexity, like critical thinking skills which have many impacts, be they positive or negative. As one of the research and technology-based madrasas, MAN Insan Scholar Paser needs to equip students with various skills that are useful in facing an era of global complexity, by choosing the most effective media or methods for students to help understand global issues and their complexity, namely by using technology. such as videos or simulations, which are in accordance with current developments. Apart from that, the most appropriate program to help students face global challenges is seminars or training on the theme of globalization. MAN Scholars have also implemented various strategies to face the era of global complexity, with various effective programs implemented in facing the era of global complexity. However, lack of access to relevant information can be the biggest obstacle experienced in understanding global issues. Then, the biggest challenge for madrasas is in facing an era of global complexity, namely rapid technological change and global economic or social instability.

The role of the Madrasah Head or teacher at MAN Insan Scholar Paser is to help students understand the era of global complexity. Then, according to students, the best solution to overcome the challenges in preparing students to face the era of globalization is to add cross-cultural education programs. From a teacher's perspective, it is also important to understand the definition and process of the era of global complexity, the programs at MAN Insan Scholar Paser that support facing the era of global complexity, and find solutions related to facing challenges in the era of global complexity.

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