

Implementation of the Design for Change (DFC) Method through Project-Based Learning in Developing Intrapersonal and Interpersonal Skills of Islamic Religious Education Students

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ABSTRACT

Purpose – This study aims to describe the implementation of the Design for Change (DFC) method in the Softskill Education course to improve the soft skills of PAI students at UIN Sunan Kalijaga. One of the reasons for the moral and character crisis that occurs among students is the lack of maximum internalization of values in learning. Aspects of affection should be accommodated to develop honest, tolerant, adaptive attitudes, and a number of other attitudes. This is where it is important to carry out soft skills learning for PAI teacher candidates with a project-based learning approach, in order to be able to improve personal and social competence, and in the future be able to apply this method to future students.

Design/methods/approach – This study uses a qualitative approach with a descriptive method, where the researcher attempts to describe the process and results of the application of the DFC method. Researchers conducted a series of techniques in data collection, there are observation, documentation, and interviews. The research instrument is the researcher himself. Determination of sample data sources using a purposive sampling technique. Data analysis was carried out descriptively, where the data that had been collected was critically analyzed in depth by means of data triangulation with the steps of data collection, data sorting, data presentation, and conclusion presentation.

Findings – The results of this study indicate that the implementation of the DFC method, with four-step formulations namely FIDS (Feel, Imagine, Do, and Share) is considered quite effective in improving soft skills of PAI students. So far, no research has been conducted using this method to be applied to PAI students, so the results of this study are considered important as an effort to equip attitude competence to prospective PAI teachers. Soft skills developed by students include intrapersonal and interpersonal skills, including; confidence, leadership, self and time management, adaptability, and public speaking. Even though there are several obstacles in its application, related to the cycle being too short, and the lack of student motivation, all respondents said that the benefits of this method can be felt and applied in a sustainable manner.

Research implications/limitations – The data sources are limited to the students of PAI at UIN Sunan Kalijaga class of 2018 who in 2021 are taking Softskill Education courses.

Originality/value – The findings of this study provide an overview of methods that can be applied in developing soft skills in Islamic Religious Education students.

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Introduction

The cheating phenomenon during exams is one of the problems experienced by many students in various educational institutions. Strom & Strom (2008) cited a survey by the Josephson Institute of Ethics in America with 36,000 respondents of junior high school students, finding that 60% of students accepted and admitted to having cheated on exams and assignments (Meydiansyah, 2021). One of the influential factors for cheating behavior is the tendency of locus of control (Musslifah, 2012). Other factors are low self-confidence and environmental factors, not to mention the lack of exemplary models (Kushartanti, 2009; Masada & Dachmiati, 2016). This phenomenon is one of the proofs that many students experience a crisis of honesty, responsibility, and confidence.

A series of crises experienced by the students does not rise from the conclusion that the problem is due to the ability to absorb knowledge but by how they apply knowledge in the form of attitudes (affection) and skills (psychomotor). Whereas, teachers are, as parents in schools, responsible for their student development, whether in terms of cognitive, affective, or psychomotor (Mumtahanah, 2018). Another reason is, in some cases of students, the lack of the teacher role (including PAI teachers) in the interaction process with students, both in and outside the learning processes (Ar, 2020). Teachers are considered insufficient yet to accommodate a learning process that can cover the three domains (cognition, affection, and psychomotor) simultaneously.

On the one hand, teachers bear the responsibility of building student character. On the other hand, teachers are also required to master a series of competence containing knowledge, skills, and behaviors. Not only to have those competencies, the teachers also need to master and deeply understand them (President of the Republic of Indonesia, 2005). Those three things become achievements or outcomes in learning all subjects, including Islamic Religious Education (PAI).

Honesty, responsibility, self-control, and self-confidence are some values that have become the root of several problems experienced by students. They are values that must be exemplified first by teachers, especially PAI teachers. The existence of PAI teachers is considered the key role model for students. According to Sulhan, we can say teachers as *murabbi* which means educators, *mu'allim* which means people who teach or transfer their knowledge, and also *muaddib* which means people who instill values (Muhammad, Sa'dijah, & Zakariya, 2021).

Based on the above description, there is a need for a form of learning that can make prospective PAI teachers aware of the importance of applying these values, both for prospective PAI teachers (university students of PAI) themselves and how to instill these values in their future students. According to Endang Sadbudhy and I Made Nuryata (2010), attributes of soft skills include the embraced values, motivation, behavior, habits, character, and attitudes (Wijaya, 2019). Accordingly, it is necessary to build character through the habituation of soft skills.

One of the methods used in learning soft skills is the DFC method or "Design for Change." This approach was introduced by an expert named Kiran bir Sethi in 2009. DFC is a change approach with a simple four-step design framework called FIDS (Feel, Imagine,

Do, Share) to foster confidence in each child that they can make changes from and by themselves. Citing from an official website (<http://dfcworld.org>), several studies have concluded that many educators are applying this approach due to various purposes, among others, motivating students, teaching digital skills, discussing important issues with the students, working with people outside the school community, and working with each other in brand new ways. The highest percentage for DFC implementation is to motivate students, which is 95%. Relating to enhancing student motivation, the study also showed some behavioral changes, which include being emotional, frustrated, helpless, cornered, nervous, indifferent, proud, motivated, hopeful, and passionate. After comparing before and after using DFC approach, the results of changes in students' attitudes were quite significant. For example, before the implementation of the DFC approach, the motivated students were only 12 students. However, after implementing DFC, the number were nearly 90 students. Previously, there were only 27 hopeful students, but the number increased into 55 students afterwards. It means that the change in students' attitudes before and after the implementation of DFC demonstrates the effectiveness of this method.

Of course, as an approach, DFC does not only work for every child or student at a certain level. This method is doable and applicable for all ages without any exception since its implementation does not require age level or stages of development as conditions. Thus, we can also apply DFC in self-character development at the adult level.

Adulthood usually starts from the age of 18 years old to approximately the age of 40 years old (Maulidya & Adelina, 2018). At this stage of age, individuals experience certain physical and psychological changes along with self-adjustment problems and expectations due to those changes. The age of students at higher education level (undergraduate) falls into the category of early adulthood. Slightly different, according to Alex Sobur in Diananda, the age range of 17 – 20 years old (or 21 years old) belong to the category of advanced adolescents (Diananda, 2019). This transition from late adolescence to adulthood makes individuals (students) explore themselves to determine what kind of individuals (person) they will become and what lifestyle they will pursue. Also, they need to learn to be responsible and start to learn playing a role in community life (Pratiwi & Arumhapsari, 2019).

Some students of the PAI study program of UIN Sunan Kalijaga who are still under the old curriculum (Curriculum 2016) in the 6th semester are taking an elective course, namely Soft Skills Education. This course has been in the curriculum since 2016, which has a learning outcome of students being able to understand, master, and have knowledge of soft skills that allow them to present themselves as individuals with character, noble morals, responsibility, innovation, creativity, and independence. Moreover, this course aims to equip PAI teachers to become individuals who have and can show noble morals, enabling them to be an example for their students, and educate students on noble character building.

Teachers as agents of change, living models, and living curriculum (Muqowim & Husnah, 2018). PAI teachers are often considered role models of morals for their students, having a great responsibility for forming students' morals. As mandated in article 16,

paragraph 1 of the Regulation of the Minister of Religious Affairs Number 16 of 2010 concerning the Management of Religious Education in Schools, affirming that Teachers of Religious Education have five competencies, including pedagogical, personality, social, professional, and leadership competencies. Pedagogic, personality, social, and professional competencies are shown in how teachers can set an example through themselves, while leadership competency is how to lead to the skill of plan making for the practice of religious teachings and noble moral behavior as a culture in the school community as part of the religious learning process (Minister of Religious Affairs of the Republic of Indonesia, 2010).

Every university or other higher education institutions need to be able to respond to the demands for these five competencies. Developing the competencies of Islamic religious education teacher is a basic need for any institution (Hambali, 2016). The PAI Study Program prepares learning programs that carry the theme of self-development, especially the so-called soft skills, both interpersonal and intrapersonal skills. In fact, most courses relevant to self-development tend to be theoretical and impractical, resulting in unoptimal learning outcomes. Likewise, most moral learning media only explain theoretically (Masnuna, Wardani, & Kadiasti, 2020). It is therefore necessary to design a learning model that emphasizes more on the practical application of self-development, so that the students of PAI study program can apply the learning outcomes to themselves and later on implement the patterns to their future students.

Based on the above description, the fundamental question in this study is, how is the application of the DFC method in developing interpersonal and intrapersonal skills in PAI students who take the Soft Skills Education course? Furthermore, the researchers tried to describe the results of the DFC method implementation performed by PAI students at UIN Sunan Kalijaga Yogyakarta. The researchers were interested in raising this theme since most studies on Project-Based Learning have been conducted to develop student soft skills, yet none have been specifically applied to PAI Study Program students with the DFC method. In particular, the purpose of this study was to provide an overview of the DFC method implementation through a Project-Based Learning approach to develop the soft skills of PAI students and to find out how do the students feel regarding the results of this method application. Hopefully, after this research, more methods relevant to the study of soft skills development will emerge and can be applicable at various levels, especially in universities.

Methods

1. Research Design

This research is a field study research, conducting direct observation to the research object to obtain relevant and appropriate data information. Field study research is a qualitative study in which researchers observe and participate directly in a small social-scale research (Maros, 2016). This type of research uses descriptive study to provide an overview of the process and results of implementing the DFC method to build interpersonal and intrapersonal skills of PAI study program students. Researchers also used a qualitative

approach to reveal the process of applying the DFC method in developing soft skills that are personal and centered on the experience of each respondent. It is easier to reveal personal experiences and outcomes through a descriptive qualitative approach.

2. Research Informants

The subjects in this study were class of 2018/2019 students of the Islamic Education study program in UIN Sunan Kalijaga Yogyakarta who took an elective course of Soft Skills Education in the even semester of the 2020/2021 academic year. Another data source was the pioneer lecturer of the Soft Skills Education course in the PAI study program, who also first initiated using DFC in the course. This study was conducted from June to October 2022 by taking research data at the beginning of the DFC method application in soft skills course until the obtained results, a year after the first implementation, to see the results, continuation, and the respondents' experience along that period. Accordingly, this study serves to understand and reveal the phenomena that occur (need to know) regarding the process and results of the DFC method implementation in soft skill development (Sugiyono, 2014).

3. Data Collection Instruments and Techniques

This study carried out several data collection techniques, namely observation, interviews, and documentation studies. Conducted in a non-participatory manner observation, researchers observed without being active in the study location and context (Rachmawati, 2017). Observations took place in the learning process of the Soft Skills Education course and in the process of applying the DFC method in developing soft skills, respectively. Documentation aims at finding information of the project results that have been carried out at the end of the course in the form of written reports. Meanwhile, interviews were conducted twice, namely to obtain information about the implementation results when the Soft Skill Education course was still ongoing and the continuity of the method implementation to each respondent after a period of several months. The interviews were in form of in-depth and semi-structured ones by taking purposive sampling to obtain informant sources. Furthermore, triangulation of these three techniques to confirm the validity of the data received.

4. Data Analysis Techniques

Data analysis techniques in this study referred to the Miles and Huberman model, i.e. data reduction, data presentation, conclusion drawing, and verification (Miles & Huberman, 1994). After the data was collected through those various techniques, then the researchers reduced the data by sorting, presenting the reduced data, and finally presenting the conclusion in the form of a descriptive analysis of the DFC method implementation in developing soft skills of PAI students (Sugiyono, 2014). Like Creswell's model, data analysis consists of preparing and organizing data for analysis, reducing

themes through the compacting codes process, and presenting them (Creswell & Poth, 2016).

Result and Discussion

1. The Implementation of Design for Change Method in Developing Soft Skills of PAI students

Design for Change has a four-stage framework for self-change, sequentially abbreviated to FIDS or Feel, Imagine, Do, and Share. You can find a full description of this four-stage framework on the DFC website. The first is Feel, by using this framework, children are encouraged to “feel” - to observe and identify any situation that bothers them. The second is “Imagine” or “to envision,” by brainstorming ways to make the situation or problem better. The third is “Do,” by working in teams to implement their solutions. The last is “Share,” which is to share their change solutions to the world to inspire others to say, “I Can!”

These four stages were applied in the practice process of soft skills in the Soft Skills Education course. Before practicing, the lecturer explained the DFC method to students, usually done after theoretical learning. The target was to make the students develop Intrapersonal and Interpersonal skills. The lecturer also provided an opportunity for students to have consultations to understand the DFC method better and some of the obstacles faced in its implementation.

Broadly speaking, students performed and went through the four stages of the FIDS framework in the process of developing intrapersonal and interpersonal soft skills, four skills, respectively. Each cycle of skill application gave a maximum of seven (7) days of implementation time and then the result report. The following are the four stages done by students.

Table 1. Design for Change Implementation Flow

Cycle	Softskill Implementation	Duration of FIDS Stages*
Week 1	Intrapersonal Skill 1	4-7 days
Week 2	Intrapersonal Skill 2	4-7 days
Week 3	Intrapersonal Skill 3	4-7 days
Week 4	Intrapersonal Skill 4	4-7 days
Week 5	Interpersonal Skill 1	4-7 days
Week 6	Interpersonal Skill 2	4-7 days
Week 7	Interpersonal Skill 3	4-7 days
Week 8	Interpersonal Skill 4	4-7 days
Week 9	Joint Reflection	

*Feel, Imagine, Do, Share

The first stage is “Feel.” It is an initial stage where students are invited to feel their inner self (what is inside themselves). This initial stage allows students to find any internal problem within themselves, what the problem is, and what they want to be, resulting in them finding reality and ideality from within. This stage also drills students to think

critically. Critical thinking needs to be developed so that students are able and accustomed to facing various problems around them (Simanjuntak & Sudibjo, 2019). The next stage is “Imagine.” This second stage is directed that enables students to imagine solutions to their perceived problems. In this stage, students are more likely to find several solutions, requiring them to decide on solutions they will choose and solve the problems most effectively.

The third stage is “Do,” where students do problem solving phase to their perceived problems, using solutions have been determined in the previous stage. In this third stage, the lecturer will give a maximum time limit of one week to complete a one-skill project. The final stage is “share” or tell, where the lecturer asks students to report the results of problem solving every week when they have finished practicing one cycle for each soft skill.

The lecturer set a target of eight weeks, in which students completed eight cycles of developing eight soft skills, consisting of four intrapersonal and four interpersonal skills. The soft skills developed by students are broadly seen in the following table.

Table 2. Skills Developed with DFC Method

Type of Softskill	Problems	Targeted Changes
Intrapersonal Skill	Inferiority complex, Lack of confidence, people pleasing, Introvert	Confident, Extrovert
	Poor time management, Procrastination, Stress	Better Time Management, Discipline, Diligent
	Easy to get stressed, anxious	Able to overcome Stress
	Impatient, irritable, easily sad, anxious, Overthinking	Better Self-Control (ego and emotions), Positive Thinking
	Unable to resolve conflicts with others	Problem Solving Ability/Skill
Interpersonal Skill	Quiet, difficult to adapt, difficult to get along with new people, introvert, less able to socialize	Adaptability
	Difficulty in starting a conversation with others, not being confident in public speaking, less communicative, afraid of expressing opinions, stage fright	Communicative, Oral Communication

Less able to be a good listener, lazy to listen to others, trust issues	Able to listen, care,
Apathy, irritability, unwise in speaking so as to offend others	Respectful, empathetic, forgiving
Can't be a leader, can't motivate others, can't solve problems, difficulty to build relationships	Leadership, Cooperation, Teamwork

According to the table, many problems arose in developing intrapersonal skills were related to self-confidence, time management, and self-control in terms of ego and emotions. While the problems in interpersonal skills were problems in the ability to adapt to a new environment or new people and the ability to communicate and interact verbally in public. Also, many PAI students experienced problems regarding care, appreciation, and leadership.

The found problems were then solved through the process of portraying solutions in the “imagine” stage. At this stage, students found some problem-solving ways, for example, making themselves more confident and not feeling ‘inferior.’ Therefore, they took several actions, such as always convincing themselves that they can do or finish everything by staying calm, convincing themselves that each person has strengths, thinking positively, changing a negative mindset about everything, and making changes even from small things.

When it came to the “imagine” stage in interpersonal skills, most students experienced one or two of the problems – oral communication and adaptability. Some of them found it difficult to argue in public, starting conversations with new people, and getting along in a new environment. They initiated some solutions, which include better preparing themselves about the topic they want to convey and trying to know the audience, trying to get the latest news to easily start conversations with others, getting used to practicing in front of the mirror while practicing expressions and body language, and trying to get used to being friendly to others.

In the subsequent stage, after the process of identifying problems and solving them, students began to implement the plans they have compiled in the “imagine” stage. This “do” stage started from the first day to at least the next four (4) days continuously. They took notes on what they had done each day while reflecting on their progress up to a maximum of 6 days. This duration was actually not enough to cultivate attitudes or get used to the skills developed, but this was the first step to pilot the DFC method in a short duration with the minimal achievement of slight changes.

In the last stage, after they felt or experienced the change, they wrote all the stages in form of a report at the “share” stage. They could submit their reports in informal ways, namely they could tell in a relaxed, light, yet inspiring language. Also, in this last stage, students reflected on the development of one skill they had done. They evaluated the

presence or absence of change, how effective their problem-solving was, and what obstacles they faced. Students could tell everything in this “share” stage.

These four stages were performed in each cycle of an 8-week duration. This project targeted students to complete a trial of developing eight Intrapersonal and interpersonal soft skills in a short duration for each skill. After completing all stages, the lecturer invited the students to reflect on what they had done and how effective the method was for them.

2. Results of Design for Change Implementation

The final reflection, done by lecturers and students, was the final stage in applying the DFC method to evaluate the results felt by students in developing soft skills. If there are many positive changes, the hope is that future studies or projects can use this method as an alternative to developing student soft skills. One respondent stated, "Actually, it's not about to change immediately but bit by bit, so I can gradually change even though not in an instant, still, there is a change in me." (DL, 2022)

Almost all of the students stated that what they had done with the FIDS stage flow could make a difference for themselves, although the change was in some ways only slightly felt. It could be because the duration of each cycle was only seven days (maximum), which was not optimal.

Table 3. Results of Students’ Soft Skill Development using DFC Method Based on Interview Results

Respondent	Type of Softskill		Achievability
	Intrapersonal Skill	Interpersonal Skill	Yes/No
AD	More confident, positive thinking, more patient	Get closer to people around, even if the change was slightly little	Yes
NA	Improved, even if sometimes there was a feeling of laziness and being forced	Still a little stiff (tongue-tied), but the stage fright had lessened a bit	Yes
DZ	Feel better and comfortable	More caring, able to respect others	Yes
QA	More discipline, more confident	More open, and easier to blend in with others	Yes
DA	Improved gradually, little by little	More caring and tolerant with others	Yes

IZ	More discipline and feel calmer/more comfortable	More open and positive thinking	Yes
SR	More confident, able to manage emotions	Care more, and find ways to build relationships	Yes
EA	Aware of slight –yet- not-maximized changes	More open, enjoy even a little change	Yes
YA	More flexible, friendlier	More friendly, and more adaptable	Yes
DL	More confident and disciplined, but still difficult to control emotions	More sensitive, more communicative, and understanding of others	Yes

Based on the data, we can see that all students experienced positive changes, although some realized that the changes were not too significant, only slightly. It can be ascribed to the cycle of each development of one soft skill that took only seven (7) days, while students had to change or move to other skills in the next cycle.

3. Constraint and Obstacles in Applying Design for Change Method

Based on the research data, students faced several obstacles or constraints while applying the DFC method. First, the refusal to conduct a self-evaluation. Second, it was difficult to identify self-problems (priorities to develop or improve). On the one hand, it is indeed difficult to understand yourself, while, on the other, you find too many problems. Third, DFC flow was conflicting with students' routines – not used to them and also due to busy schedules. Fourth, lack of self motivation, resulting in a frequent sense of laziness and being forced to implement this method. Fifth, students experienced obstacles in the fourth stage, namely writing results and reflecting on the skills development. One of the reasons was students did not allocate specific time for sharing results in written form. Sixth, the cycle was too short for any skill development, leading to change seemed only slightly felt.

4. The Follow Up of Design for Change Method in Developing Softskill

Applying the DFC in the Soft Skills Education course is the first step to introducing the method to students, which is then practiced directly in the process of developing Soft skills, both Intrapersonal and Interpersonal skills. The results obtained within eight weeks, students felt a slight change in both skills with a target of eight different skills.

Researchers did not stop only at observations during the lecturing or course process. They made further observations through questionnaires and interviews with 18 respondents. Some of the purposes were to see the follow-ups of the DFC method

implementation within one year after learning soft skills and to know respondents' opinions on the usefulness of this method. The results of observations shown in the following table.

Table 4. The Follow-Up of the DFC Method Application after Softskill Education Course

No	Observation Aspect	Results of Respondent Answer Analysis
1	Memory of the DFC method	4 out of 18 respondents admitted to being a bit forgotten
2	Memory of the DFC method flow	2 out of 18 respondents were wrong about the order
3	Advanced deployment (current)	<ul style="list-style-type: none"> - Sometimes (16) - Stopped applying due to forgotness and busy schedules (2) - Still applies, even though incomplete of 4 stages (1) - Has its own formula (1)
4	Respondents opinions about the usefulness of the DFC method	100% say DFC method is highly useful.

Based on the above data, most students still apply the DFC method when necessary. Some others have not applied it for several reasons. *First*, there is no motivation or demand for students to develop their soft skills sustainably in a structured and programmed form. Efforts to improve soft skills are usually naturally done, without any designed steps like in the DFC method. As a result, they have made efforts to develop soft skills with a simple version. *Second*, no specific time is available for self-development, making its application often clashes with other activities and tasks. The unavailability of time was also the case when writing down progress and development results.

5. The Urgency of Soft Skills Education for PAI Students

According to Goleman, soft skills are also called emotional competence/intelligence. Peggy Klaus, in the book *Hard Truth about Soft Skills*, explains that soft skills include personal communication, social, and self-management behavior (Kaswan, 2016). Soft skills refer to broad personal and interpersonal skills (Sharma & Sharma, 2010). If hard skills are interpreted as technical skills a person needs to interpret to complete their professional tasks, soft skills are abilities related to self-management and capability to build effective interaction and communication with others to achieve optimal performance (Muqowim & Husnah, 2018).

Soft skills are divided into two types, namely intrapersonal and interpersonal skills. Intrapersonal skills are the ability to manage oneself to achieve life maturity to deal with any situation. The aspects of intrapersonal skills include stress-management, time management, change management, and inner leadership. Meanwhile, interpersonal skills are often interpreted as the ability to build effective communication with others so as to

produce optimal performance (Muqowim & Husnah, 2018). Some types of this skill are communication skills, motivation skills, presentation skills, team building, and mediation skills. In tune with these aspects, interpersonal skills also include the ability to empathize, communicate with and influence others, negotiate problem solving, lead and organize groups, foster and establish relationships, and ability to cooperate (Wahyuni, 2011).

Soft skills are skills that are needed in almost all human activities. Soft skills are one of the determinants of a teacher's success in performing their profession (Gotama, 2011). Soft skills predict success in life (Heckman & Kautz, 2012). According to research conducted by Harvard University, Carnegie Foundation, and Stanford Research Center, the United States, says that "soft skills are responsible for 85% of a person's career success, while only 15% is credited to hard skills." This finding is corroborated by a study conducted by the Ministry of National Education of the Republic of Indonesia in 2009, which stated that "a person's success in education, 85% is determined by Soft Skills (Muhmin, 2018). Therefore, soft skills do not only strive to cultivate the key values as a preventive to morality cases but also to succeed in future careers.

Soft skills education is one of the elective courses in the PAI UIN Sunan Kalijaga study program that initially existed in the 2016 curriculum and continued until the 2020 curriculum. In the previous PAI curriculum structure, soft skills education was not explicitly set but pursued as a hidden curriculum in overall courses. In line with developments in curriculum redesign and based on the need for a specific curriculum to develop the soft skills of PAI students, this course emerged as one of the elective courses.

The need for soft skills development for PAI students has stemmed from the efforts to prepare the profile of PAI Teacher graduates who are not only academically proficient but also excellent in character according to the vision of the PAI study program, namely "Excels: the best in creating professional school/madrasah teachers" (PAI UIN Sunan Kalijaga, n.d.). Thus, to achieve this vision, prospective PAI teachers should be equipped with the mastery of five competencies, i.e. professional, pedagogical, personality, social, and leadership. If we constrict these five competencies into skills, there will be two types. First, hard skills, which include professional and pedagogical skills. Second, soft skills that comprise personality/personal skills, social skills, and leadership skills. Leadership is an additional competence the PAI teachers need to master (Minister of Religious Affairs of the Republic of Indonesia, 2010). Leadership factors are essential in maintaining the quality of education (Ismail, Sutarman, Tumin, Yudhokusuma, & Mayasari, 2020). Therefore, soft skills are considered significant since they cover three of the five skills mastery needs the prospective PAI teachers have to possess.

Also, the need for soft skills development for students is based on the fact that in the context of education, especially in *Tarbiyah*, 80% of the material is still oriented only to hard skills, regardless of the need for more soft skills (Muqowim, 2022). It further strengthens the effort to have special courses that accommodate the development of student soft skills.

Strengthening soft skills of PAI UIN Sunan Kalijaga students aims to enable them to understand, master, and have knowledge about soft skills, allowing them to present

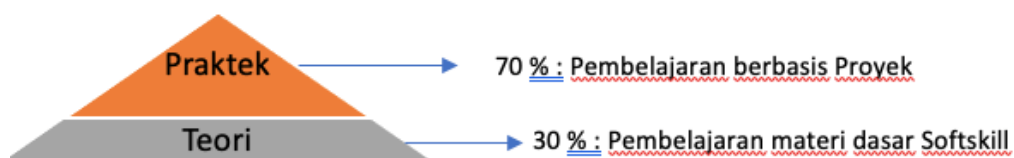
themselves as individuals with character, noble morals, responsibility, innovation, creativity, and independence (Rofik & Nailasariy, 2021). This course is designed to equip students with an understanding of urgency and methods they can use to develop soft skills of their future students when they finally become real teachers. PAI teachers are required to be able to be role models for students, both those related to PAI expertise material and non-material mastery, namely mastery of morality, character, the character reflected in the person of the PAI teacher as a whole.

6. Design for Change (DFC) Method as An Alternative Solution to Develop Soft Skills

Design for Change is a quite popular approach in education world, especially in developing children character. This approach was introduced by an expert named Kiran bir Sethi in 2009 (DFCWORLD, 2009). DFC is a change approach with a simple four-stage design framework called FIDS (Feel, Imagine, Do, Share) to foster confidence in each child, in which they can make changes from within and by themselves. Today, DFC is world's biggest change movement which has been implemented in 6 countries and has effected more than 2.2 million children and 65,000 teachers.

As a global organization, Design for Change has conducted ongoing studies to reaffirm the impact of the FIDS (Feel, Imagine, Do, Share) approach on children's holistic development. DFC, along with The Good Project, has conducted research under Project Zero at Harvard Graduate School of Education to study the impact of DFC on empathy development and problem solving (DFCWORLD, 2012). A study by The Good Work Project reaffirms the impact of the FIDS approach on several skills development, such as collaboration, creative thinking, and empathy (DFCWORLD, 2012). This means that this method has been widely applied in various schools in order to develop students' soft skills, and the results are positive.

In its outline, the learning process in soft skills education courses usually employs a project-based learning approach (Project Based Learning), with a material breakdown during lectures as in the following figure.



Gambar 1. Skema Pembelajaran Pendidikan Sofskill

Figure 1. Soft Skills Education Learning Scheme

Practice – 70% of project-based learning

Theory - 30% of learning soft skills basic materials

The learning scheme in the Soft Skills Education course is carried out by integrating theory and practice. The theory is given at the beginning and followed by practice until the end of the lecture. Learning soft skills basic material includes discussion on basic concepts of the skills and their urgency, discussion on Hard skills and Soft skills, categorization of soft skills (Intrapersonal skills and Interpersonal skills), and continued with the urgency of developing soft skills for PAI Teachers. Whereas, practical learning is conducted through several methods, using a project-based learning model (Project Based Learning). Project-based learning (PBL) is a form of active student-centered learning characterized by student autonomy, constructive inquiry, goal setting, collaboration, communication, and reflection in real-world practice (Kokotsaki, Menzies, & Wiggins, 2016). This learning model rests on the experiences and reflection done by learners, which, in this case, is the subject of this study.

According to Blumenfeld et al. (1991), project-based learning is an approach where educators create a learning environment (Krajcik & Blumenfeld, 2006). The project-based learning environment has at least five (5) main things, namely, first, it starts from a question or problem to solve; second, learners explore the questions asked by trying to participate with their curiosity to solve a problem; third, teachers, students, and the community take part in finding solutions to those problems or questions; fourth, when engaged in these activities, students are equipped with instructions for using learning technology that makes it easier for them to participate in things that aren't their habits; fifth, students create a product as a result of the learning they undergo.

The application of the Project-based Learning approach is practiced in Soft Skills Education lectures. Several methods have been used in this course, including Design for Change (DFC) method, living value, self transforming, team transforming teams, and others (Muqowim, 2022). Based on those several alternative methods, researchers focused the study on the implementation of one method, namely Design for Change (DFC).

Some important notes from the results of applying this method are: First, this method is considered effective for forming small changes centered on self-will (internal motivation) and problem solving arise from the implementer himself. Humanists say that humans act in environmental situations and make choices about what to do (Muhammad, 2017). This means that the power of change lies in self-motivation in finding and looking for solutions to the existing problems. The internal motivation is the driving force that will manifest a behavior (Oktiani, 2017). However, the duration for implementing this method should be longer, since attitude formation requires repeated habituation, allowing new habits to emerge and form as a result of change.

Second, the DFC method increases student enthusiasm in making changes and raises an attitude of self-respect or self-esteem. They try to find the negative sides of themselves, then try to change them for the better. The student enthusiasm can also be seen when they write their self-development reports. A small number of students only told the process they had carried out in core and short sentences. However, most of them wrote them in great detail. They unconsciously have built a sense of self-respect, regardless of all the changes. It is expected that those changes can be inspirations for others.

Third, applying the DFC method also simulatenously trains students with problem solving skills. Students are faced with a situation where only they can understand any weakness or shortcoming and solve them with solutions. It does not rule out the possibility that, in this process, students will still involve others, asking their help to identify the problems. Once the problem found, it becomes a step to fully know yourself better, that every weakness must have consequences to deal with. For example, if a person is not confident, some consequences will be difficulty mingling with new people or communicating in public. Therefore, it is necessary to solve the existing problems to minimize consequences. The habituation of self problem solving can be embodied with a series of four-stage FIDS in the DFC method.

Fourth, the DFC method drills teamwork by involving others to participate in the process of applying this method. The involvement of others (communities) in problem solving is one of the characteristics of Project-based Learning (Krajcik & Blumenfeld, 2006). Involvement includes two activities, namely, at the stages of identifying internal problems (feel) and implementing problem solving plans (do). In this case, students may involve their closest people to help them identify the problem. Moreover, the third stage (do) also requires the support of many parties to make the implementation of soft skill development run optimally.

Fifth, the DFC method trains students in self-reflection. According to Boud et al. (1985), reflection is the process of neutralizing all feelings that cloud or cover an experience, allowing the creation or production of a new perspective, or even can change one's behavior and actions (Mailani, 2017). This self-reflection is unquestionably needed in striving to become a person who is committed to continually developing themselves in all aspects, especially in soft skills.

Conclusion

Soft skills are general skills that are necessarily essential in all fields, especially in the scope of Islamic Education. Soft skills for prospective PAI teachers are needed to equip them with the capability to become professional teachers, more particularly to the fulfillment of personality and social competence. These two competencies are synonymous with two skills in soft skills, namely intrapersonal and interpersonal skills.

Soft skills education in the PAI UIN Sunan Kalijaga study program is carried out through a project-based learning approach, using several methods, one of which is the Design for Change (DFC) method. The application of the DFC method is considered able in improving the soft skills of PAI students, by following four-step activities – Feel, Imagine, Do, and Share.

Students experienced the change, although a slight one. They faced some obstacles, such as the short time in carrying out the four stages, lack of internal motivation, difficulty in identifying problems and writing program reflections at the last stage. However, all students feel the benefits of this method, in which most of them still use it on an ongoing basis.

Soft skills development is a crucial need for every student in particular and every individual in general. Soft skills that are developed continuously will provide a portion of success in the working world, as skills like self-confidence, leadership, work commitment, self-and time management, and public speaking are the most necessary types of soft skills.

The limitation of this study is related to the research subject, only PAI students of the same academic year, and only applying one method. Thus, there is a need for further research related to the development of soft skills using various methods, more varied and effective ones.

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