

Century islamic education learning model: Characteristics and implications for grade iv students at SDN 03 East Pontianak

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ABSTRACT

This study aims to describe the 21st Century Islamic Education Learning Model: Characteristics and Implications for Grade IV Students of SDN 03 East Pontianak. This research combines two types of research at once, namely library research and field research. The library study was conducted by collecting data from various sources such as libraries, readings, and notes. These sources include articles, books, and other relevant sources. Field research was conducted by collecting data directly in the field using observation, interview, and documentation techniques. The results showed that the characteristics of the 21st century PAI learning model and its implications for grade IV students of SDN 03 East Pontianak are that students can improve skills in critical thinking, problem solving, communication skills, collaboration, innovation and creation related to 21st century demands in PAI and students can understand, live, and practice PAI well, happily and quickly. A generation that is faithful and devoted to God Almighty and proficient in using digital technology is born. Students can adapt to the rapid changes and developments in technology.

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Introduction

Technology is a well-known and essential aspect of the 21st century. Its use has been applied in various sectors, including the education sector in the learning process. According to Daryanto & Karim (2017), the 21st century can be considered an era of knowledge, where information is widespread and technology is continually advancing. The 21st century is characterized by the increasingly close relationship between the world of science, leading to quicker synergy between the two. The utilization of information and communication technology in various aspects of life is an indicator of the world's progress in the 21st century. This rapid development of science and technology is closely related to the concept of 21st-century learning. To face the challenges of the 21st century, every individual must have adequate knowledge, critical thinking skills, and digital, information, and media literacy, as well as mastery of information and communication technology itself (Nishfiyah, 2023). Popular digital technologies in the 21st century include Augmented Reality and Virtual Reality, Artificial Intelligence, E-Money, the Internet of Things (IoT), and Wireless Technology (Wibowo et al., 2023).

With every change in era, including the 21st century, opportunities and challenges arise for society in general and in various fields of life, including Islamic Education (PAI). Essentially, PAI is a process that knows no age limits. PAI, based on the Qur'an and Hadith,

aims to develop collective piety (khaira ummah). After receiving PAI, a Muslim is expected to behave well, both towards themselves (shalih linafsih) and others (shalih lighairihi). The function of PAI is to prepare Muslims with high education through faith and piety so they can be an example or experience in society. Otherwise, the degree, dignity, and worth of humans as servants of Allah will decrease, which can be very dangerous for humanity (Idris, 2022).

Currently, the learning approach has shifted from teacher-centered to student-centered. Essentially, the learning process emphasizes active student participation. Moreover, the learning process focuses more on applying the concept of learning by doing, prioritizing personal experience through activities of observing, questioning, reasoning, and communicating to enhance students' creativity. Through this learning approach, students can achieve a balance between spiritual, social, knowledge, and skill competencies (Handayani, 2019). The importance of selecting a learning model is to facilitate educators in conducting the learning process and enhancing students' ability to understand the subject matter. Maisa revealed that teachers need to be encouraged to use various innovative learning models to help students develop their potential and abilities independently (Fian & Misbah, 2023a).

PAI should have the capability to develop or achieve four skills in 21st-century learning: Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, and Communication (Daryanto & Karim, 2017). However, at SDN 03 East Pontianak, PAI teachers have not succeeded in creating a learning design that meets the skills needed in 21st-century learning. The development of a learning model that can be tailored to the needs of 21st-century learning is essential to providing a good learning experience for students. Moreover, the current learning models have not been able to increase student engagement in the classroom. The role of teachers in 21st-century education is crucial, especially in implementing the Sciences, Technology, Engineering, and Mathematics (STEM) approach in PAI learning. Therefore, teachers need to be more creative and innovative in developing learning models that meet 21st-century demands.

This research will discuss several issues related to the characteristics of 21st-century PAI learning models and their implications for Grade IV students at SDN 03 East Pontianak. The aim of this research is to describe the characteristics of 21st-century PAI learning models and determine their implications for Grade IV students at SDN 03 East Pontianak. Previously, Ida Rahmawati conducted similar research titled "The Influence of Using 21st-Century Learning Models on Elementary School Students' Cognitive Abilities." The results of that research showed a significant influence of using 21st-century learning models on cognitive learning outcomes, including in PAI subjects. The hypothesis was accepted, indicating that using appropriate learning models can help students master the material and improve their learning outcomes.

In the classroom, the learning models applied are Problem-Based Learning (PBL), Project-Based Learning (PjBL), and inquiry-based learning (collaborative and group-based). By implementing these learning models, it is hoped that the learning environment will become more comfortable and enjoyable for students and help them achieve better learning outcomes.

Method

This research combines two types of studies: literature review and field research. The literature review is conducted by collecting data from various sources such as libraries, readings, and notes. These sources include articles, books, and other relevant materials. The collected data is then processed into information that can enhance understanding of the 21st-century Islamic Education (PAI) learning model. On the other hand, field research is carried out by collecting data directly in the field using observation, interviews, and documentation techniques. This method aims to identify specific problems and the realities that occur in society (Ahmad & Laha, 2020).

Results and Discussion

According to Daryanto & Karim (2019), the 21st century can be referred to as the knowledge century, characterized by the widespread dissemination of information and rapid technological development. The era of globalization that emerged during this century has created complex challenges, where the world has become borderless, and international comparisons regarding education have arisen. I Wayan (2019:1) also mentions that the 21st century is known as the knowledge century, the knowledge economy century, the information technology century, globalization, and the fourth industrial revolution. The changes occurring in this century are very rapid and unpredictable, encompassing various aspects of life such as the economy, transportation, technology, communication, and information (Romadhan, 2023).

An essential component of the 21st century is technology, as it is always applied and implemented in various sectors, including the education sector, particularly in learning activities. The 21st-century characteristics are marked by the increasingly interconnected world of knowledge, making synergy among them faster. The utilization of information and communication technology in all aspects of life indicates the development of the 21st century. The concept of 21st-century learning emphasizes knowledge and technology, making them ubiquitous. To face the challenges of the 21st century, everyone must equip themselves with adequate knowledge accompanied by critical thinking skills, and digital, information, media literacy skills, as well as mastery of information and communication technology itself (Nishfiyah, 2023). Digital technologies trending in the 21st century include Augmented Reality and Virtual Reality, Artificial Intelligence, E-Money, Internet of Things (IoT), and Wireless Technology (Wibowo et al., 2023).

The era of the fourth industrial revolution, also known as the 21st century, has a significant impact on education. As government representatives in schools, teachers have the responsibility to implement learning approaches appropriate for this era. Education in the 21st century has become increasingly important to ensure that students possess learning and innovation skills, information and media technology skills, and life skills necessary for working and surviving. There are four interconnected pillars of life: learning to know, learning to do, learning to be, and learning to live together. All these are closely related to the critical skills students must have in the 21st century.

According to the Government Regulation of the Ministry of Education and Culture No. 103 of 2015, there are several aspects that characterize 21st-century learning. First, learning must focus on students, often referred to as student-centered learning. In this regard, the role of educators is no longer as the sole source of knowledge but more as facilitators who assist students in the learning process. Second, communication between students and educators must be two-way, meaning that students also have the opportunity to participate actively in the learning process. Third, students are expected to play a more active role than educators in constructing knowledge. Fourth, learning must provide facilities for students to collaborate with their peers in achieving learning goals. Fifth, core competencies must be taught comprehensively in every subject. Sixth, the learning approach must consider the characteristics of each student, to accommodate their needs and potentials optimally. Seventh, educators must be able to explain to students the relevance of the material being taught in their daily lives (Asiyah & Jazuli, 2022).

The 21st-Century Needs for Learning Models

Life aspects in recent times have changed rapidly along with the fast-paced technological development, inevitably affecting education. Educators attempt to integrate digital technology with various other innovations into learning activities through 21st-century learning approaches that meet the demands of the times. The 21st-century learning model is an approach in education that prepares students to face the challenges and demands of the times. This approach is designed to strengthen and enhance students' skills and competencies to cope with the continuously evolving and innovating technology.

The 21st-century learning approach emphasizes skills such as problem-solving, critical thinking, collaboration, communication, creativity, and technology literacy. These

skills are crucial in today's work world. Students can continue learning and honing skills in engaging and interactive ways using technology that meets their needs. Students no longer just sit in front of textbooks but must be directly involved in collaborative projects, online research, digital simulations, and problem-based learning. They can explore the world virtually, interact with students from various countries, and access information quickly and easily using technology.

For this, a specific learning approach is required. Learning approaches are methods to organize the teaching and learning process so that students can follow it well without feeling compelled to follow what the teacher teaches. Learning approaches are essential for creating learning that matches students' abilities and characteristics. The selection of learning approaches is greatly influenced by the nature of the material being taught, the learning objectives, and the students' skill levels (Ahyar et al., 2021).

The pattern of 21st-century learning models can be simply defined as ways or techniques to facilitate students' learning process optimally based on their conditions, learning environment, and abilities. When strategies, approaches, methods, techniques, and tactics are combined into a unified whole, an effective learning model is formed. The choice of methods and technologies used by teachers depends on students' characteristics, the skills they need to master, the existing learning environment, and the teacher's competencies.

It is important for teachers and parents to understand that 21st-century learning requires an understanding of how to facilitate the learning process. Several teaching methods or techniques used in 21st-century learning involve double interaction in the educational process, creating a broad learning environment, actively involving students in the learning process, being relevant to students' needs and context, and involving subject teams in training to meet students' learning needs. Additionally, using all students' senses and multimedia, especially information and communication technology (ICT), is also an important part of 21st-century learning. In this context, a good relationship between teachers and students is essential. Thus, an effective and efficient learning model is very important to achieve learning goals in the 21st century.

Characteristics and Implications of 21st-Century Learning Models for Islamic Education (PAI)

a. Characteristics of PAI Learning Models for Students

Islamic Education (PAI) is a structured system to develop individuals' abilities to apply Islamic teachings in daily life, aiming for perfection. PAI has a very important role in shaping and strengthening students. Through Islamic education, it is hoped that society can become strong, empowered, and independent individuals based on Islamic values. PAI is also a need that must be fulfilled by students comprehensively, with the hope of providing continuous changes in their cognition, emotions, and psychomotor skills.

The learning process is an effort to transfer knowledge from teachers to students. Teachers play a very important role in educating and teaching. Teachers are expected to be role models for students in realizing the function of education. Therefore, in the learning process, every teacher has the responsibility to choose the appropriate learning model and implement it so that the information transfer process runs well as expected. With the right learning model, teachers can increase their confidence in carrying out learning activities. Moreover, in the 21st century, the education world is undergoing significant changes. There is a high demand to create quality human resources, so teachers are required to have innovation in every learning sequence they carry out (Fian & Misbah, 2023b).

The 21st-century learning approach is a well-designed method to prepare students with relevant knowledge and skills for modern life and work. The principles of current learning models accommodate technological developments and social changes. In this regard, it is important for students to be empowered to play an active role in the learning process. This aims to develop adequate skills in students, such as problem-solving, collaboration, creativity, and digital literacy.

Students' education is not only the responsibility of teachers but also the responsibility of parents and the environment where students live. Especially in schools, to

achieve ideal learning conditions, the quality of teaching will always be related to the optimal use of learning models. This means that every subject must organize the learning process with the right model and then deliver it to students with the right model as well, to achieve high teaching quality (Rosnaeni, 2021). In facing the 21st century, educators need to make proper efforts to improve education quality. One such effort is by selecting appropriate learning models. The right learning model will help educators answer existing challenges, both internal and external. It is important to remember that 21st-century learning is not just about strengthening practical education in separate fields but also developing educational approaches that integrate several fields. In the education process, the focus must be on solving problems in daily life (Afni et al., 2021).

A learning model has specific characteristics not found in certain strategies or methods. First, the model has specific educational missions or goals. For example, the inductive thinking model is designed to develop students' inductive thinking processes. Furthermore, the learning model also serves as a guideline for improving the classroom learning process. This model provides clear guidance for teachers in carrying out learning. The parts of the model include the sequence of learning steps, reaction principles, social systems, and support systems. Additionally, the learning model has observable impacts after being implemented. For example, the model can produce measurable learning outcomes. Besides that, the learning model can also have long-term impacts on students' learning outcomes. Lastly, the learning model helps teachers in preparing teaching plans or instructional designs. Teachers can use the selected learning model as a guide in designing effective learning (Nurdyansyah & Fahyuni, 2016).

Tobing outlines several characteristics of learning models. First, the learning model has a systematic scientific procedure in the form of syntax. This syntax is a sequence of activities that must be carried out by teachers and students during the classroom learning process. Second, the learning model plans learning outcomes specifications. This includes detailed learning outcomes to be achieved by students after learning, both in cognitive, affective, and psychomotor aspects. Third, the learning model also considers the learning environment specifications

Conclusion

The rapid advancement of science and technology is a hallmark of the 21st century. The challenges of the 21st century have been shaped by the era of globalization, which has made the world seem borderless and has led to international comparisons, including in education. To face these challenges, everyone must equip themselves with adequate knowledge, accompanied by critical thinking skills, and proficiency in digital literacy, information, media, and mastery of information and communication technology itself (Nishfiyah, 2023). The trending digital technologies in the 21st century include Augmented Reality and Virtual Reality, Artificial Intelligence, E-Money, the Internet of Things (IoT), and Wireless Technology (Wibowo et al., 2023).

The characteristics of 21st-century learning models for Islamic Education (PAI) are those that can enhance critical thinking skills, problem-solving, metacognition, communication skills, collaboration, innovation and creation, information literacy, and various other skills related to the demands of the 21st century in PAI. There are many learning models to choose from for teaching PAI subjects, each with different characteristics. The choice of learning model must be tailored to the material being taught, as a model suitable for one topic may not be appropriate for another.

Problem-Based Learning (PBL) is a learning model in which students participate in solving problems through rational methods (Rozi, 2023). The results show that fourth-grade students at SDN 03 Pontianak Timur participate in problem-solving with rational methods, enabling them to gain insights related to the issue and develop expertise in it. Learning models have many positive implications for students, and the models used have also been able to increase student engagement in the classroom. Students can improve critical thinking, problem-solving, communication, collaboration, innovation, and creativity skills related to

the demands of the 21st century in PAI. They can understand, appreciate, and practice PAI well, happily, and quickly. It is also hoped that a generation will emerge that is faithful and devoted to God Almighty and proficient in using digital technology. Especially in this 21st century, PAI is required to adapt to the rapid changes and developments in technology.

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