

21st Century Skill Implementation on Thematic Learning in Elementary School

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ABSTRACT

The research aims to figure out the implementation of 21st century skill on thematic learning. The problem formula is how 21st century skill implementation on thematic learning. The method used is a qualitative research method. The study was conducted in Bakipandeyan State Elementary School 01. From the results of the study showed that thematic learning was already working according to scientific learning syntax, but has not fully implemented 21st century learning indicators (HOTS, Critical Thinking, Collaboration and Communication). Educator power has not applied 21st century learning indicators to thematic learning.

Keywords

Thematic Learning, 21st Century Learning and Educator

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Introduction

Education contributes to the construction of a State. Education can improve the quality of Human Resources. Education is generally intended as all forms of educational-learning activities (interactions between educating people and educated people, between educators and learners), hence education is prevalent to be given meaning as the delivery of various knowledge and sciences by educators to learners (Cepi Safruddin, 2016:2). The government can improve the quality of Human Resources by improving the quality of formal education by following technological developments at this time. Current education is expected to produce HRs that have strong communication and collaboration capabilities, experts use technology, thinking skills, and innovative as well as the ability to solve problems (Miller & Northem, 2011). Educators are not only able to be exemplary in expressing matter alone but can reveal methods and follow the progress of the times.

The development of technology and information media became a major foundation as well as a 21st-century background (Tirmizi:35). 21st-century learning demands the existence of learner skills to be ready for existing challenges. To deal with 21st-century learning, everyone must have critical thinking skills, knowledge, and digital

literacy capabilities, information literacy, media literacy, and master information and communications technology (Frydenberg & Andone, 2011). 21st-century skills are creative and have a diversity of ideas, critical thinking, and problem-solving, communicating in various ways, both written and verbal, and can work together (Rizal, 2017). The skills are termed 4C, which stands for Critical Thinking, Collaboration, Communication, and Creativity.

21st-century skills include 4C a skill that generations will use to survive in future life. Education is becoming increasingly important to guarantee learners to have learning and innovating skills, skills using technology and information media, as well as being able to work, and survive using skills for life (Murti, 2015). 21st-century skills can be honed early on through formal education in schools. In education, 21st-century skills have started to be devoured by this time. The government is already preparing generations to deal with the challenges of the 21st century by incorporating 21st-century skills on learning.

The learning process refers to the prevailing curriculum. The curriculum constitutes a process sequence of learning that forms learners in having high integrities, forming a self-sufficient attitude in the face of the future, can have mental attitudes and be accountable to the Indonesian nation. The

current running curriculum is the 2013 curriculum. The 2013 curriculum represents a curriculum that takes precedence on the understanding, skill, and education of characters, where learners are charged with an understanding of the material, active in the process of discussion and presentation as well as having a high courtesy attitude and disciplinary attitude (Arnghida,2018). In 2013 curriculum learning using the scientific approach, learning achievement is grouped in three realms namely affective, cognitive domain, and psychomotor realm and assessment cupping three realms (affective, cognitive, and psychomotor) (Fadillah,2014).

The learning process in the 2013 curriculum uses the learning of Thematics. Thematic learning is an idea that students acquire the best knowledge when learning in a coherent overall context because they can relate what they learn to the real world (Chumdari et al,2018). Thematic learning is more stressed on each student's involvement in the learning process so that students can gain immediate experience and can find themselves the knowledge he or she learns (Syaifuddin, 2017). Thematic learning using 21st-century skills is a highly needed high-level thinking skill (HOTS) in preparing students for global challenges (Satria and Hajani, 2020).

The success of 21st-century skill implementation on thematic learning depends on the principal as a leader in school and teacher as a performer in the learning process. The principal of the school has to prepare the education power HR first for the delivery of 21st-century skills in learning to work. The ability of teachers was dominant in the successful implementation of 21st-century skills. Moving from a background that has been explained that the importance of 21st-century hospitality is implemented in formal education to equip the life skills of younger generations early on. Researchers feel the ability of teachers to apply 21st-century skills in thematic learning is very urgencies to research, so the problem formulation in this study is how does 21st-century skill implementation on thematic learning?

Methodology

The research used is a qualitative approach. According to Moleong (2017:6), Qualitative Method is a study that intends to understand phenomena about what research subjects experience for example behavior, perception, motivation, and action holistically, and through the description in the form of words and languages, in a special, natural context and by utilizing various natural methods. The study was implemented in Bakipandeyan District 01 Kecamatan Baki Kabupaten Sukoharjo. The subject of this study was the principal and teacher. In this study using data collection techniques in the form of observation, interview results, and documentation on the implementation of thematic learning in Bakipandeyan 01 country elementary school. This research instrument uses observation sheets, observation sheets used are learner observation sheets and teacher observation sheets. The interview guidelines, in the form of a list of questions interviews, use directly to principals, teachers, and learners. The study used Milles and Huberman's (2007:15) data analysis technique consisting of (1) data reduction, (2) displaying data, (3) inference withdrawal. Qualitative research is drawn from data that enlivens its trust, its power, and its validity.

Results

The results of this study the first thematic learning was implemented at SDN bakipandeyan 01 starting from grades 1-6. Second, principals and educators update each other on knowledge to address 21st-century educational challenges by applying 21st-century skills to thematic learning. Third, educator power has not fully used IT in the learning process to hone critical thinking skills in learners. Educator power hones learner critical thinking skills through thematic learning by providing HOTS matters. Fourth, the educator's power of each class applies thematic learning differently according to each other's understanding of thematic learning. Fifth, the educator's power has not applied 21st-century skills to learners to communicate and collaborate. Based on the results of the study that have been outlined at SDN Bakipandeyan 01 already carried

out thematic learning from grades 1-6. The thematic learning exercises start from inaugurated 2013 curriculum but implementation on each school is different, adapted to the respective school conditions. Educator power competence is one of the factors of readiness for the implementation of thematic learning in each school.

In SDN Bakipandeyan 01 Principal and educator power updated each other knowledge in the face of 21st-century educational challenges. The principal advocates the educator's power to take seminars, to be put into practice and training to update knowledge. In SDN Bakipandeyan 01 there is also some educator power who continue S2 education.

The development of technology underlies the development of education, it is a challenge in education. Educator power is charged with updating knowledge of IT use and is recommended to use IT in learning processes. In SDN Bakipandeyan 01 educator power has not fully used IT in thematic learning. There is some educator power that has not used IT in learning, this is because of the near-medium age factor making it rather difficult to use IT in thematic learning.

The application of thematic learning in each school and each class is different because the understanding of each educator's power is not the same. In SDN Bakipandeyan 01 several educator powers apply 21st-century skills to thematic learning through using IT. IT use is one way of cultivating creativity and critical thinking in learners. Some teachers use problem-solving methods in thematic learning to foster creativity and critical thinking in learners.

On the results of the findings at SDN Bakipandeyan 01, most educator power has not applied Communication and Collaboration skills to thematic learning. Educator power puts more emphasis on critical and creative thinking skills on thematic learning. How to implement critical thinking skills in learners by providing HOTS matters.

Conclusion

21st-century skills are skills that learners must have to prepare for the future. 21st-century skills had to be taught and trained early on through formal education. The way to implement 21st-century skills in formal education is through thematic learning. Thematic learning with 21st-century skills is so concerned that the implementation of 21st-century skills on thematic learning will result in a characterized learner. The implementation of 21st-century skills on thematic learning depends on the educator's power. educator power must have the will to innovate in thematic learning. In SDN bakipandeyan 01 has applied critical and creative thinking 21st-century skills by providing HOTS matters but needs to familiarize learners from collaborating and communicating in the learning process.

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