

21st Century Skills-Based Sociology Learning at SMA Muhammadiyah Kupang

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui keterlaksanaan pembelajaran sosiologi berbasis keterampilan abad 21 di SMA Muhammadiyah Kupang. Untuk mengetahui faktor pendukung dan penghambat pembelajaran sosiologi berbasis keterampilan abad 21 di SMA Muhammadiyah. Manfaat penelitian ini bersifat teoritis dan praktis. Penelitian ini dilaksanakan di SMA Muhammadiyah Kupang. Penelitian ini menggunakan pendekatan kualitatif. Subjek dalam penelitian adalah mata pelajaran sosiologi, guru, dan kelas. Penelitian ini menggunakan triangulasi untuk melihat keabsahan data. Analisis yang digunakan adalah teknik data, penyajian data, dan analisis data. Hasil pembelajaran sosiologi berbasis keterampilan abad 21 dilakukan dengan cara (1) guru melakukan tanya jawab dan merangsang siswa agar termotivasi dalam tanya jawab. (2) guru memberikan pengarahan kepada siswa terkait pemanfaatan teknologi, dan (3) guru memotivasi siswa untuk menggunakan telepon genggam. Faktor pendukung pembelajaran abad 21 adalah (1) Guru memberikan semangat kepada siswa untuk menghubungkan cita-cita. (2) Guru menggunakan LCD Infocus pada saat pembelajaran. Faktor penghambat pembelajaran abad 21 yaitu (1) Peserta didik menggunakan handphone untuk bermain game dan (2) handphone memberikan pengaruh buruk bagi peserta didik. (3) Guru masih kaku dalam melaksanakan pembelajaran abad 21. (4) Guru masih kurang lancar dalam mengelola LCD dan komputer laptop yang digunakan dalam pembelajaran.

Kata Kunci: Pembelajaran abad-21, Sosiologi

ABSTRACT

This research aims to determine the implementation of 21st-century skills-based sociology learning at Muhammadiyah High School Kupang. To determine the supporting and inhibiting factors for skills abad21-based sociology learning at Muhammadiyah High School. The benefits of this research are theoretical and practical. This research was conducted at SMA Muhammadiyah Kupang. This research uses a qualitative approach. The subjects in the research are sociology subjects, teachers, and classes. The research uses triangulation to see the validity of the data. The analysis used is data techniques, presenting data, and analyzing data. The results of 21st-century skills-based sociology learning are carried out by (1) the teacher conducting questions and answers and stimulating students to be motivated in questions and answers. (2) the teacher provides direction to students regarding the use of technology, and (3) the teacher motivates students to use cell phones. Supporting factors for 21st-century learning are (1) The teacher encourages students to connect ideals. (2) Teachers use LCD of Infocus during learning. The inhibiting factors for 21st-century learning are (1) Students use cell phones to play games and (2) cell phones have a bad influence on students. (3) Teachers are still rigid in implementing 21st-century learning. (4) Teachers are still not fluent in managing LCDs and laptop computers used in learning.

Keywords: 21st Century learning, Sociology

PENDAHULUAN

Critical thinking skills in students are something that must be developed (Karraker, 2019; Kleinman, 2020; Torkelson et al., 2022). This is because critical thinking skills will train students to observe, analyze, and evaluate opinion information before determining (Julyyanti et al., 2022; Mandut et al., 2021; Zahrawati et al., 2023). Accepting or rejecting certain information. Thus, learning in schools should train students to explore abilities and skills in critically searching for, processing, and assessing various information (Susanti, 2019). However, Indonesian students' critical thinking abilities are still low and require critical improvement through learning (Azizah, 2018).



Critical thinking is another of the most needed skills in 21st-century education. Critical thinking is a difficult skill to master, so it takes a lot of effort to understand the theory and additional practice to master the technique (Djehalut et al., 2022; Syahrul et al., 2021). Critical thinking can be the root of most of the competencies needed to meet development and change in the 21st century. Training generations to think critically from a lower level of education will allow them to adopt this habit to become a strong foundation for the future. Critical thinking will make an individual more sensitive to change and more adaptive. Able to give birth to brilliant ideals in the whirlpool of the increasingly rapid pace of science (Halim, 2022).

Entering the 21st century is not only a change that is felt but also a demand to respond to various kinds of changes, as well as in the world of education (Greenberg et al., 2020; Huang & Wu, 2022). The impact of globalization has had a profound effect on national education systems in developed and developing countries (Dworkin et al, 2023). The world of education is increasingly required to be able to respond to these various changes. Educational programs significantly prepare students to face a dynamic world (Vu & Dall'Alba, 2015).

21st-century education is expected to produce human resources who have critical thinking skills, are able to solve problems, and have creativity and innovation. Cooperation and communication are experts in the use of technology; therefore, schools are educational institutions. Should be able to improve the quality of output from the educational process. As stated by (Binkley et al. 2012), there are ten skills needed in the 21st century which are grouped into 4 categories, namely (1) ways of thinking, including (a) creativity and innovation, (b) critical thinking, problem-solving, and decision making, (c) metacognition, (2) ways of working, including (a) communication, (b) collaboration, (3) tools for working, (a) information literacy, (b) ICT literacy, (4) living in the world, including (a) citizenship, (b) life and career, (c) personal and social responsibility. Referring to this opinion, there are ten skills needed in this century. 21 shows that educational institutions need to make changes to produce various skills in students. The changes made are changes that are oriented towards the formation of student skills.

"Building the character Of the younger generation through 21st century-based learning models." the research shows how building the character of the younger generation is linked to the 21st-century learning model implemented in schools. The relationship between this research and previous research is that the results of this research are a 21st-century learning system that sharpens skills for future preparation in the work world. 21st-century learning really strives to produce quality human resources that suit the needs of the 21st century. The difference with this research is that it refers to implementing 21st-century skills-based sociology learning to improve the quality of education.

Previous research conducted by (Meriani, 2020) entitled 21st-century skills in sociology learning at SMA Gugus 2 Denpasar Timur "this research concluded that social studies learning planning of social studies learning in implementing 4C skills through independent learning activity units using active learning models at SMA Gugus 2 Denpasar Timur has met scientific, principles, namely: (a) in accordance with the syllabus with RPP, teaching materials and other learning traps. The similarities of this study are that both discuss 21st-century learning. The difference is that it focuses on the IPS subject, and no one discusses the quality of education or sociological learning.

Based on initial observations, the sociology learning process carried out at SMA Muhammadiyah Kupang is still dominated by teachers who do not give students enough opportunities to have discussions and play an active role in constructing their own knowledge. The learning process does not take into account the scientific method, the scientific process which must be understood by students systematically in solving a problem, but during teaching, the teacher always uses the lecture method. Teachers and textbooks are still the main sources of information for students. This shows that the ongoing sociology learning process has not been carried out completely and meaningfully because, during the learning process, students have not been given more opportunities to play an active role in constructing their own knowledge.

METODE

Qualitative research is descriptive and tends to use the analysis process, and meaning is more emphasized in qualitative research. The theoretical basis is used as a guide so that the research focus

is in accordance with the facts in the field (Williams, 2009). Qualitative research methods were used in this research to solve various learning problems by carrying out various alternative actions. Apart from qualitative, it can make it easier for researchers to find improvements in student learning outcomes after conducting 21st-century skills-based sociology learning at Muhammadiyah High School Kupang. This research was conducted at Kupang Muhammadiyah High School in Oebobo District, Kupang City, East Nusa Tenggara Timur. The subjects in this study were students and teacher class X SMA Muhammadiyah Kupang.

The data collection techniques used by this researcher are Observation, Interview, and Documentation. Data Validity: in examining or checking the data in this research, the researcher used data triangulation, which is a data validity checking technique that uses something other than data for checking purposes or as a comparison of the data. The most widely used triangulation technique is checking through other sources. In the research conducted by this researcher, the researcher compared data obtained from observations and the results of interviews with school principals and sociology subject teachers in order to assist researchers in increasing the degree of trust in the data obtained. Data analysis techniques: Analyzing before going to the field, analyzing while in the field, and reducing data.

HASIL DAN PEMBAHASAN

21st century skills-based sociology learning. Learning is basically an effort to direct students into the learning process so that they can achieve learning goals in accordance with what is expected. Learning should pay attention to the individual conditions of children because they are the ones who will learn. Students are individuals who are different from each other and have unique qualities that are not the same as others. Therefore, learning can change the child's condition from not knowing to knowing, from not understanding to understanding, and from bad behavior to good.

21st-century learning emphasizes students' ability to think critically, be able to connect knowledge with the real world, master information communication technology, and collaborate. Achieving skills can be achieved with appropriate learning in terms of mastery of material and skills. 21st-century learning skills can be seen when student-centered learning is applied and will not be seen when a teacher-centered learning system is applied. Therefore, in order for teachers to be inspired by 21st-century learning skills, teachers must have a foundation that enables students to stay ahead of the changing times truly.

Based on the interview results obtained from the vice principal of SMA Muhammadiyah Kupang, it was stated that:

Learning at SMA Muhammadiyah Kupang has implemented 21st-century learning. In the classroom, not only the teacher plays an active role, but students also play an active role because students are allowed to access the internet to find out the material given by the teacher.

The same thing was conveyed by Hasan Nul Basri as a sociology teacher at Muhammadiyah Kupang High School that:

I have implemented 21st-century learning in the classroom because if I am the only one who plays an active role in the classroom, the students will feel bored and fed up. Therefore, I give students the opportunity to find out about the material to be studied on the Internet so that they can read and understand it.

From this, it can be understood that sociology learning based on 21st-century skills implemented by sociology teachers is about using technology in learning activities so that the teaching and learning process becomes better. There is a change in thinking and behavior in students so that they always care about problems in the environment around them.

Nowadays, technology is growing rapidly from time to time. The use of technology is also very influential in aspects of life. Technology is something that cannot be separated from life, including in the field of education. In the past, only a few educators used technology to support learning activities, but now educators and students must be able to adapt to the use of technology, especially in the learning process. The presence of technology in education can facilitate an educator in implementing learning. Educators are guided to have innovative, creative, and appropriate learning abilities that are according to the needs of students and present a pleasant learning experience. Technology and

education are two aspects that cannot be separated. This is because the presence of technology in education can be an effort to facilitate learning and improve performance.

SIMPULAN

21st-century education is a century that demands the use of information and communication technology in everyday life, one of which is in the field of education. In the field of education, the 21st century is very important for producing quality, superior, and competitive human resources. Not only that, 21st-century learning teaches about knowledge. However, skills are also an important part of the development of this 21st century. Therefore, to face the various demands of the need for 21st-century learning, this aims to create a 21st-century generation that has the ability to think critically in collaboration, creativity, and communication.

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