CONTRIBUTION OF 21ST-CENTURY LEARNING SKILLS IN THE DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION LEARNING AT MTSN 1 KLATEN DISTRICT

SUMBANGAN KEMAHIRAN PEMBELAJARAN ABAD KE-21 DALAM PEMBANGUNAN PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI MTSN 1 DAERAH KLATEN

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Abstract
The role of Islamic Religious Education (PAI) in the 21st century is facing various major obstacles, especially when connected with its contribution to the process of forming modern culture and character that is in line with developing technology and science. Therefore, a new approach is needed in the learning process, for example, an approach that focuses on students by applying various learning skills according to developments in the 21st century. This step is considered to be able to foster creative thinking abilities in students and increase the effectiveness of the teaching and learning process. This research aimed to discover and examine how 21st-century learning skills can contribute to developing PAI learning. This research is included in the type of library research with a qualitative approach. Library research itself is defined as an in-depth study of a topic in which the researcher attempts to collect, analyze, and then make a comparison between one expert opinion or manuscript and another opinion using a descriptive analysis method by analyzing its contents (content analysis). What is meant here is that the researcher tries to describe the actual condition of the subject or object of research according to the data he has collected. The results of the overall analysis carried out by researchers confirm that various types of 21st-century learning skills need to be developed. The first is communication skills which function very strategically because they can influence leadership abilities and the effectiveness of the knowledge transfer process to students. The second is collaboration skills which can improve the character of cooperation and solidarity among students. The third is critical thinking and problem solving (thinking critically and being able to solve problems) which can encourage students to be able to solve a particular problem regarding the subject matter. Fourth is creativity and innovation which can give rise to something innovative and creative in students. Meanwhile, the contribution of 21st-century learning skills to PAI lessons is that communication skills can grow students' ability to communicate with each other and with God, Allah SWT. Collaboration skills contribute to the ability to cooperate in realizing common goals. Furthermore, the contribution of critical thinking and problem-solving skills makes students able to investigate and analyze facts. Finally, creative and innovation skills contribute to students being able to come up with solutions and innovative concepts from a problem.

Kata Kunci: *Contribution, Skills, 21st Century*

Abstrak

Peranan Pendidikan Agama Islam (PAI) abad ke-21 menghadapi pelbagai rintangan besar terutama apabila dikaitkan dengan sumbangannya kepada proses pembentukan budaya dan sahsiah moden yang seiring dengan perkembangan teknologi dan sains. Oleh itu, pendekatan baharu diperlukan dalam proses pembelajaran contohnya pendekatan yang memfokuskan kepada pelajar dengan mengaplikasikan pelbagai kemahiran belajar mengikut perkembangan abad ke-21. Langkah ini dianggap mampu memupuk kebolehan berfikir secara kreatif dalam diri pelajar dan meningkatkan keberkesanan proses pengajaran dan pembelajaran. Penyelidikan ini bertujuan untuk menemui dan mengkaji bagaimana kemahiran pembelajaran abad ke-21 boleh menyumbang kepada pembangunan pembelajaran PAI. Penyelidikan ini termasuk dalam jenis penyelidikan perpustakaan dengan pendekatan kualitatif. Kajian perpustakaan itu sendiri ditakrifkan sebagai kajian mendalam tentang sesuatu topik di mana pengkaji cuba mengumpul, menganalisis, dan kemudian membuat perbandingan antara satu pendapat pakar atau manuskrip dengan pendapat lain menggunakan kaedah analisis deskriptif dengan menganalisis kandungannya (analisis kandungan). Yang dimaksudkan disini ialah pengkaji cuba menghuraikan keadaan sebenar subjek atau objek kajian mengikut data yang dikumpulnya. Hasil analisis keseluruhan yang dijalankan oleh penyelidik mengesahkan bahawa pelbagai jenis kemahiran pembelajaran abad ke-21 perlu dibangunkan. Pertama ialah kemahiran komunikasi yang berfungsi dengan sangat strategik kerana boleh mempengaruhi kebolehan kepimpinan dan keberkesanan proses pemindahan ilmu kepada pelajar. Kedua ialah kemahiran bekerjasama yang dapat meningkatkan sifat kerjasama dan solidariti dalam kalangan pelajar. Ketiga ialah pemikiran kritis dan penyelesaian masalah (berfikir secara kritis dan mampu menyelesaikan masalah) yang dapat mendorong pelajar untuk dapat menyelesaikan sesuatu masalah berkenaan dengan subjek. Keempat ialah kreativiti dan inovasi yang boleh melahirkan sesuatu yang inovatif dan kreatif dalam diri pelajar. Sementara itu, sumbangan kemahiran belajar abad ke-21 kepada pelajaran PAI ialah kemahiran berkomunikasi dapat mengembangkan keupayaan pelajar berkomunikasi antara satu sama lain dan dengan Tuhan, Allah SWT. Kemahiran kolaborasi menyumbang kepada keupayaan untuk bekerjasama dalam merealisasikan matlamat bersama. Tambahan pula, sumbangan pemikiran kritis dan kemahiran menyelesaikan masalah menjadikan pelajar dapat menyiasat dan menganalisis fakta. Akhir sekali, kemahiran kreatif dan inovasi menyumbang kepada pelajar dapat menghasilkan penyelesaian dan konsep inovatif daripada sesuatu masalah.

Keywords: *Sumbangan, Kemahiran, Abad ke-21*

1.0 Introduction

Educators with character are needed in the world of education in the era of globalization which is marked by increasingly sophisticated and rapid developments in technology and science such as today so that the students being educated have intelligence and skills according to the needs of the times. It is through this intelligence and skill that they can realize success in the future (Darmawan, 2010). This is by the aim of the education system in Indonesia, namely to form and develop a national personality full of dignity by developing students' potential to make their lives more intelligent. Therefore, the quality of education is an aspect that needs to be improved even more in the future. One way to improve it is to determine the obligations and rights of each party who contributes to the world of education through a certain law (Ministry of National Education, 2003).

The development of 21st-century skills has become a major focus in modern education curricula. These skills include general academic skills such as reading, writing, and arithmetic as well as real-life-oriented skills such as creativity, critical thinking, cooperation, information technology skills, financial skills, foreign language skills, and leadership skills (Culture, 2017).

For this reason, exploring the potential of each student really depends on the role of the teachers. This teaching process really depends on the role and abilities of the teacher. What this

means is that the teaching and learning process will take place very effectively when teachers are able to present teaching methods and strategies that are adapted to the learning styles and needs of their students. It can also be interpreted that the right to teach is in the hands of the students, otherwise not in the hands of the teacher. So, what teachers need to do is how to teach according to the way students' brains work (Lucy.B, 2009).

In order to prepare students who are able to compete with other countries and are ready to enter the world of work, during learning taking place in the classroom, students must be directed to be able to develop their skills, both soft skills and hard skills, through the role of teachers by preparing lesson plans and curriculum models. which is appropriate to 21st century learning. Through the process of developing and applying 21st century skills, it is hoped that they will be able to survive facing various obstacles and opportunities in today's increasingly advanced era in all aspects of life. Skills in the 21st century are very important to master and possess considering that the world is currently experiencing a very dynamic and rapid development that is very different from what we have experienced and gone through in times before globalization like now (Culture, 2017).

Learning skills in the 21st century can be developed in children in various ways, but the most strategic is still through educational institutions, one of which can be through PAI lessons. Therefore, every PAI teacher is required to be able to manage, analyze and understand various types of teaching and learning activities in order to increase the effectiveness of student learning. In order to create a generation with human resources who are spiritually, emotionally and intellectually intelligent, every educational institution needs teachers with good performance and in line with these goals (Kuadrat, 2009).

As mentioned previously, children's intelligence is not only about linguistic abilities and mathematical logic, but can also be spiritual and emotional intelligence. However, so far the school environment is still not very aware of the importance of these two types of intelligence. Achievements for parties in the school environment are only achievements related to linguistic intelligence and mathematical logic, while students whose intelligence is classified as weak are considered less successful in learning. Even though they may have talent and potential in other fields. Educational services, treatment and attention are needed according to the abilities, talents, interests and potential of each student so that the true educational goals can be realized. Therefore, it is necessary to have a teaching and learning process that can encourage students to reveal their potential, not just increase their intelligence. This potential will only emerge through integrated and directed teaching strategies (Lucy.B, 2009).

During this era of globalization and digitalization, many changes and developments have occurred in various aspects of life, including the world of education. In order to realize significant development of the people, PAI must also innovate according to current developments. As time advances, various challenges and obstacles will arise in everyday life. The challenges most often faced by the world of education, especially PAI, include changes in society's needs for adjustments to the learning curriculum according to increasingly developing times, cultural and social changes in society, as well as the low integration of technology used during teaching and learning activities (Uno, 2011).

When the PAI teaching and learning process applies learning skills in the 21st century or 4C, the basic indicators of success are related to the ability to solve problems, and the ability to share and communicate the various information they have to others. Through these indicators, students are guided to become more honest, hardworking, and responsible individuals. They can also create new knowledge, reach a wider range of technologies, free themselves from difficult conditions, be innovative, and be able to adapt well. Children sometimes cannot

express the problems they are experiencing, for this reason, they must be accustomed to being skilled and able to express and communicate all the problems they face (Sholeh, 2005).

The 2013 curriculum explains several basic objectives for providing learning strategies, namely: 1) There is a need for a variety of complex and simple teaching strategies. The aim is to develop and grow the potential, interests, and noble character of students. 2) Students are directed to be able to build HOTS (high level) and LOTS (simple level) thinking skills through providing learning materials that are adapted to the context and learning competencies. 3) The need for gradual familiarization with all new learning processes and activities so that students can adapt well and slowly. 4) Students who receive teaching with strategies like this will be prepared to face various obstacles in life in the 21st century through the various competencies and positive characters they possess.

Based on this explanation, the author attempts to carry out an in-depth study of the provision of PAI learning by applying 21st-century learning skills. Students are expected to be able to behave honestly, be hard workers, and be responsible through the competencies and knowledge they master from learning that applies 4C learning skills (communication, collaboration, creativity, and problem-solving skills).

Children sometimes cannot show the problems or feelings they are experiencing, for this reason, they must be accustomed to being skilled and able to express and communicate all the problems they face. The problem of difficulty in actualizing and communicating children's feelings and desires can be overcome by providing activities and learning plans that can present elements of problem-solving and critical thinking by educators in teaching and learning activities in the classroom. Every learning plan he makes must be able to encourage students to try to develop their communication and collaboration skills with others.

2.0 Problems Identification

Students and educators or teachers are 2 elements that determine the success of learning. Students who are educated will experience good changes when the teacher or educator can apply strategies and carry out learning appropriately. The changes in question are related to non-physical things, for example becoming a person who is more capable, knowledgeable, and has a positive attitude. When these changes have appeared, the learning that the teacher organizes is declared to have been achieved very well and appropriately.

By the explanation that has been explained in full previously, it can be concluded that the development of the teaching and learning process in PAI which is related to providing learning skills in the 21st century is needed based on the following things:

1. Providing teaching and learning activities for PAI lessons

2. Teaching and learning activities according to the Islamic religious perspective

3. Providing PAI learning by applying the skills needed in the 21st century

4. The expected impact of 21st century teaching on student achievement

5. The relationship between the basic concepts of PAI and 21st century learning theories

6. Development of 21st century skills in PAI teaching and learning activities according to the learning model

7. The process of developing 21st century skills through PAI learning concepts

8. Basic concepts of what skills are needed in the 21st century

9. The role of 21st century learning theory in developing PAI teaching and learning activities.

3.0 Research Question

The following is the problem formulation that researchers will study according to the previous problem limitations:

1. How to implement 21st century learning skills?

2. How do 21st century skills contribute to Islamic Religious Education (PAI) learning?

4.0 Research Purposes

1. To examine how to implement 21st century learning skills.

2. To find out how 21st century learning skills contribute to PAI learning.

5.0 Theoretical Framework

5.1 21st Century Learning

Learning has the meaning of the process of changing a person's behavior through stages of interaction and experience with the environment which are related to cognitive aspects (Syah, Education Psychology, 2000). This is in accordance with what is in the book Learning Psychologist by Slameto which states that learning is a stage of acquiring changes in a person's behavior where they interact directly with their cognitive environment (Djamarah, 2011). It is hoped that after carrying out the learning process changes will occur in each

individual. The results of the learning process referred to as change can take the form of several things, such as changes in receptivity, reaction power, abilities, skills, skills, behavior, attitudes, understanding or knowledge (Sudjana, 1998). As quoted by Mustakim from Harold Spears, this expert stated that learning can be defined as a process of following instructions, listening, trying to do something yourself, imitating, reading, or observing something in the surrounding environment to achieve a change in oneself (Mustakim, 2009).

This explanation explains that in order for an individual to be able to develop and grow his intellect well, it is necessary to involve all layers of his brain, senses and potential. Students must be made active subjects during learning. Learning has the following characteristics:

1) There is a change in behavior (change in behavior)

2) Able to provide reinforcement through practice and experience

3) Produces changes in behavior

4) This change in behavior has a potential nature so it cannot be observed directly when they learn

5) Changed behavior has a permanent nature (Mustofa, 2011).

Furthermore, the meaning of the term learning can be seen in the basic word, namely learning. In English, learning is termed learn which is an update of the ancient term "lernen" which means to teach or to learn (Mulyasa, 2003). Thus, it can be said that learning is a stage of

changing behavior that a person undertakes in order to gain new knowledge and experience through interaction with the surrounding environment (Majid, 2013). Mulyasa also stated that learning is a process of realizing a curriculum which requires teachers to be actively involved in growing and creating learning activities for their students according to previously planned programs (Mulyasa, Character Education Management, 2012).

Through the various opinions above, it can be said that learning is a stage that makes someone learn. Students will find it easier to learn through the help and role of teachers who use strategies and teaching methods that suit their needs and existing material. So that the goals stated in the curriculum can be realized by each educator, they must modify all conditions and situations faced in the classroom. In order to optimize student learning outcomes, it is necessary to create the right learning environment through appropriate learning. Basically, learning activities do not require learning, but learning activities will produce easily observable and profitable results through the influence of learning.

Teaching means creating conditions that can stimulate or encourage students to want to learn. The conditions referred to here can be carried out through various methods and media, not only limited to the activity of transferring knowledge from an educator to his students. Teachers or educators can use various media and certain tools when teaching. The following are various characteristics of learning:

1) Aims to change someone's behavior

2) Involves various types of training which are equipped with certain punishments and rewards

3) It is permanent

4) Requires focus, awareness and activeness in acting according to phenomena that exist within an organization or outside it

5) Contains processes involving cognitive organization, memory, and storage

6) Contains activities to remember a skill or information

7) Contains activities to obtain or master information (Mustofa, 2011).

The results of learning through learning will usually change the subject's behavior permanently because in the process, they are required to remember various information and store it in the brain and memory cognitively. The various information they remember is then realized according to the conditions they face in their environment actively and practically as a form of normal reaction and response. An appropriate learning design is needed so that the learning outcomes of each learning subject can be observed and their progress assessed directly.

5.2 Islamic Education

5.2.1 Understanding Islamic Religious Education

There is a broad meaning of education. This term education has various definitions from various experts. Education is defined in the National Education System Law as an effort actively develop the potential of students so that they can develop skills, noble character, intelligence, personality, ability to control themselves, and religious spiritual strength that is useful for the country. nation, surrounding community, and himself (Indonesia).Then education is also interpreted by Ahmad Tafsir as the efforts that an educator makes for his students (educational subjects) to realize the optimal development of their positive potentials (Tafsir, 1991). Education in Ki Hajar Dewantoro's view is defined as an effort to realize progress in

intellectual growth (mind), character and inner strength (moral values), as well as skills that can be used to harmonize life and increase perfection and well-being in life (Mabrok, 2009).

The conclusion that can be drawn from the various opinions expressed by the experts above is that education is an activity that aims to guide and guide a person's spiritual and physical development and growth to a more mature level so that they can develop a noble and positive personality. This education is lifelong for the child's spiritual and physical life. Through this education, the human resources of the subjects will be fully developed so that they are able to carry out their roles optimally and functionally in living their lives. Humans will gain many benefits from education, including Islamic religious education (PAI). Andayani explained that PAI is defined as an effort that educators (teachers) carry out in a structured and conscious manner with the aim of preparing students to be able to internalize, understand and believe in the teachings of Islam through various training, teaching, guidance or other activities according to the educational curriculum (Andayani, 2005).

PAI in Ramayulis's view is an effort to prepare the ability to practice Islamic teachings, noble morals, piety, awareness to believe, appreciate, understand and know the religion of Islam and its teachings obtained through the Hadith and Al-Qur'an in a planned and conscious manner by giving it an experience, practice, teaching, and guidance (Ramayulis, 2008). It can be said that PAI is an effort to prepare the ability to practice Islamic teachings, noble morals, piety, awareness to believe, appreciate, understand and know the religion of Islam and its teachings while still respecting differences from other religions.

The provision of PAI teaching is based on the demands of the Islamic religion which directs humans to become individuals with good morals and piety only to Allah SWT, social and personal personalities who are productive, harmonious, disciplined, tolerant, ethical, fair and honest.

5.2.2 Functions and Objectives of Islamic Religious Education

The task of PAI educators or teachers is to transfer and encourage the growth of religious values in addition to transferring knowledge. Students are required to be able to practice and appreciate the various values stored in all the material presented by PAI teachers, not just master it academically. Through Law No. 55 of 2007, the government has established special regulations regarding the absoluteness of religious education and religious education. It is explained in this regulation that what is meant by religious education is education that focuses on the formation of skills, personality, attitudes and knowledge regarding the teachings of their religion. This type of education must be provided to all levels of education through a course or study with a structured time. Meanwhile, religious education is defined as an effort to educate students so that they are ready to carry out their roles and responsibilities. After they gain knowledge about their religious teachings, they must be able to put into practice the knowledge they have as a form of responsibility towards God (2017).

Each PAI teacher requires special skills, expertise and time to foster behavior and attitudes that are in accordance with religious teaching values in each student. For this reason, the government created 8 educational standards which regulate evaluation, infrastructure, facilities, processes and educational curriculum in order to create the best educational sustainability. However, these efforts apparently have not produced optimal results and as expected. Many of today's young generations have experienced a decline in morals, causing the nation's ideals to lag behind and the quality of education to be poor.

The quality of education, which is decreasing day by day, needs to be immediately improved by reform and innovation. A concrete example of an innovative form of reform within the PAI scope is reinterpreting the concept and ideal learning process by not limiting learning to just

relying on theory but being able to utilize other educational elements. As stated by Fadjar, the formulation of PAI learning must be able to address various Islamic values systematically, meaning that it is able to reach all existing generations (Ma'arif, 2007).

As long as there is a strong relationship to be able to rebuild existing educational thinking, PAI can basically collaborate between thinking in modern education and Islamic religious views. The syllabus and curriculum in PAI must contain various social values that are in accordance with current developments and contemporary in nature, not only contain normative traditions that are classical in nature. Therefore, in the school environment PAI has the following various functions: (Ramayulis, 2008)

a) Adjustment, meaning that PAI can be used as a means to familiarize students with interacting and adapting to their environment based on Islamic teachings

b) Prevention, meaning that PAI is used as a shield that can anticipate the negative impacts of the encroachment and spread of other cultures that have negative characteristics and endanger the integrity of the country

c) Improvement, meaning that PAI can be used as a medium to improve various experiences, understanding, beliefs, weaknesses, shortcomings and mistakes that each student has made

d) Channeling, meaning that PAI is able to bridge students who excel in fields other than academics such as linguistics or mathematical logic so that their potential and achievements can benefit others and themselves

e) Development, meaning that PAI is able to increase students' sense of piety and faith to a higher level

f) Another source, meaning that PAI can be used as a guide or basis for realizing happiness in the afterlife and in this world.

Similar to the life goals of Muslims, the goal of providing Islamic education is to develop a personality that has devotion to Him so that it is able to realize happiness in life in the afterlife and in the world. The aim of PAI in Ramayulis' view is to increase students' experience, appreciation, understanding and faith in Islamic teachings so that they can become Muslims who have morals, are devout and have faith in Him when living as a nation, in society, as a state and in their personal lives (Ramayulis, 2008).

The aim of PAI is to increase students' experience, appreciation, understanding and faith regarding the teachings contained in the Islamic religion so that they can become Muslims who have good morals, are devout and have faith in Him when living as a nation, society, state and in their personal lives. They can also improve their education level through this.

There are various goals of Islamic education in Abrasy's view, namely:

1) Goals related to individuals, including changes in the form of knowledge, social behavior, physical and spiritual behavior and the abilities that must be possessed to live in this world and in the afterlife.

2) Goals related to society, including community behavior, individual behavior in society, changes in people's lives, enriching people's experiences.

3) Professional goals related to education and teaching as science, as art, as a profession, and as a community activity.

From the description above, PAI learning focuses more on moral messages in developing students' mentality so that they become students who obey religious teachings and always behave well in everyday life. Based on Minister of National Education Regulation Number 22, Islamic Religious Education aims to: (Ministerial Decree No. 22, 2006)

1) Developing the development of faith through giving, cultivating and developing knowledge, appreciation, practice, habituation and experience of students regarding the Islamic religion so that they become Muslim people whose faith and devotion to Allah SWT continues to develop.

2) Creating Indonesian people who are religious and have noble character, namely people who are knowledgeable, diligent in worship, intelligent, productive, honest, fair, ethical, disciplined, tolerant, maintain personal and social harmony and develop religious culture in the school community.

The goal of Islamic education is a business standard that can be determined, as well as directing the business that will be undertaken and is a starting point for achieving other goals. The goals of Islamic education must be oriented towards the nature of education which includes several aspects: (Mujib & Mudzakir, 2006) First, the goals and tasks of human life. Humans live not by chance and in vain. He was created with certain goals and tasks in life.

Allah SWT created humans only so that they would serve Him, they were assigned to be Allah's representatives on earth and worship Him. The second is to emphasize the various basic qualities of a human being, namely character, character, interests, talents, natural traits, and various innate potentials which tend to yearn for the truth of God (Al-Hanief) through Islam. Third is the social demands of society. The demand intended here is to be able to preserve and institutionalize various cultural values that have grown and developed in the environment. They are also required to fulfill all their living needs in order to prevent the negative impacts of modern era progress. Fourth are various dimensions of Islamic ideal life.

There are positive values in the dimensions of ideal life in Islam, one of which is being able to improve welfare in everyday life because humans are directed to be able to utilize and manage their lives as preparation for a more eternal world after death (afterlife) and encourage them to realize happiness in the afterlife through hard work and life does not only focus on material or worldly wealth. The goals in PAI are related to something to be achieved through an activity or business that has been completed. This is in accordance with the definition of education itself, namely an activity or business carried out in stages and stages through a structured process.

Education has a goal that addresses all aspects of human life, including personality and is not related to fixed objects. The aim of this education is also to strive for the growth of a person's personality patterns through training of the senses, feelings, reasoning, brain intelligence and psychology. All aspects of growth that human experiences are also thoroughly discussed in education, for example scientific, physical, imaginative, intellectual and spiritual aspects. The most important characteristic in Islamic education is balance in studying all aspects, whether material, spiritual, social, individual or other worldly aspects. They are not studied separately but are interrelated.

According to this explanation, it can be said that the aim of holding PAI is to encourage the growth of a unified human personality pattern through training of the senses, feelings, reasoning, brain intelligence and psychology. All aspects of human growth are also thoroughly discussed in education, such as scientific, physical, imaginative, intellectual and spiritual aspects both in groups and individually.

5.2.3 Scope of Islamic Religious Education

As written in CHAPTER 1, Article 1 of TAP MPRS No. XXVII/MPRS/1966, it is said that both at the tertiary level and at all levels below, the status of religious education is a basic subject. The basis for issuing this regulation was carried out after the destruction of the PKI perpetrators who were known to be very cruel and the public also accepted it without any protests. After the issuance of this MPRS regulation, other legal regulations emerged which further strengthened the implementation of religious education specifically and generally in all schools. This continued until the government issued Law no. 20 of 2003 concerning the National Education System which actually provides guarantees to students regarding the provision of religious education.

Through this short journey, finally religious education, including PAI, was able to obtain quite significant results. PAI itself has several scopes, namely balance, harmony and harmony in the relationship between humans and the environment or other creatures, humans and each other, and humans and their god (Allah SWT). This scope is also often identified with the various aspects of PAI contained in it. The following are several aspects that PAI has in educational environments such as schools:

1) Al-Qur'an and Hadith

   The main purpose of learning the Qur'an is for the students to be able to read understand and interpret all the verses in it. However, in reality, the material in PAI at each level of education only contains a few verses, not comprehensive. As a

   complement, PAI also presents an introduction to several hadiths from the Prophet as a life lesson.

2) Morality

   The purpose of teaching morals is to shape and direct a person's attitude and soul to act well and correctly in their lives. Through this type of teaching, students are taught and exemplified how to avoid bad deeds and get used to good deeds.

3) Creed

   This type of learning focuses on explaining the pillars of faith and all aspects attached to it.

4) Islamic culture and history

   This type of learning contains stories or tales of the life journey of the Prophet and his companions. PAI emphasizes the scope of harmony, balance and harmony in the relationship between humans and the environment or other creatures, humans and each other, and humans and their god (Allah SWT).

5) Fiqh

The content of this type of learning is the delivery of knowledge regarding all forms of Islamic law in the form of procedures and provisions for prayer, dhikr, fasting, prayer, and thaharah or purification originating from the Sunnah (Hadith) and Al-Qur'an.

After teachers know and understand what students' needs are and the aspects/scope of PAI, the next step is that they must always try to provide material according to the portion and needs of each student. The scope described previously is still general in nature, so that at each level of education it requires further delivery and provision through an in-depth study. The aim is that all students who receive PAI instruction can really maximize their understanding and practice of all the material the teacher conveys through various methods and strategies that are adapted

to what the students need. They can use the knowledge they gain as provisions for the afterlife and the world in the future. In this case, support from parents and teachers is needed so that all activities run smoothly.

6.0 Research Methods

This research is included in the type of library research with a qualitative approach. Library research itself is defined as an in-depth study of a topic in which the researcher attempts to collect, analyze, and then make a comparison between one expert opinion or manuscript and another opinion using a descriptive analysis method by analyzing its contents (content analysis). What is meant here is that the researcher tries to describe the actual condition of the subject or object of research according to the data he has collected (Zed, 2004) According to Abdul Rahman Sholeh, library research *is* research that uses methods to obtain information data by placing existing facilities in the library, such as books, magazines, documents, records of historical stories (Sholeh, Religious Education and Development for the Nation, 2005).

All literature that the author obtained, both secondary and primary, regarding the research topic was collected and analyzed using qualitative descriptive methods. The author here attempts to examine an event/problem according to what actually happened in its original environment. The results of the study describe the research object truly according to existing facts (Nawawi, 1993). In analyzing how to develop PAI learning that applies learning skills in the 21st century, the author does so from a psychological pedagogical perspective.

7.0 Discussion
7.1 21st Century Learning Skills

7.1.1 Communicate (Communication)

Communication is defined as the activity of exchanging language between one person and another, so whether mass, group or interpersonal communication always involves humans. Experts say that the most effective interaction between humans is interaction that uses communication in the form of language. Examples of communication referred to here can be meetings at work, learning activities, coaching, or counseling (Mahtadi, 2012).

The meaning of communication itself is a back-and-forth activity between two or more people who provide social and emotional content to each other within a certain period of time (van, 2011). At anytime, anywhere, and in any scope, in general every individual must carry out activities or activities in the form of communication with the people he meets. That's how important communication is in human life. Everything will be easier to understand and understand through communication activities. There are 2 parties in a communication, namely the party sending the message which is usually termed the communicator and the party receiving it which is termed the communicant. Communication can be done through body language, not just through speech. For example, by waving your hand, winking, smiling, or using other facial expressions. However, body language is sometimes not always understood by the recipient, even though in communication it is important for both parties to understand the message that will be conveyed (Wilson, 2009).

Communication is an ability that an individual has in the form of conveying thoughts or ideas effectively, clearly and quickly. There are several sub-skills in this type of skill, including the ability to read whether the communication target has received the message correctly or not, the ability to understand the context, and the ability to speak according to the target. This type of ability requires students to be able to build, organize and master multimedia, oral and written

communication correctly and precisely. This type of ability is developed by asking them to find a solution, discuss it, and express ideas for the solution.

It requires understanding and knowledge of effective communication in interacting with other people in this increasingly sophisticated era. This needs to be developed to be able to compete with other countries. A communication is said to be effective when in the process it is able to bring about an attitude change (change in attitude) in the people with whom it communicates. Communicating effectively basically aims to facilitate understanding for both parties communicating, both the communicator and the communicant, so that the messages being communicated can be received and conveyed well and truly in accordance with what is intended by both. Communicating effectively also aims to balance feedback on information or messages given by the sender to the recipient so that there is no monotonous but balanced form of communication between the communicating parties. The use of non-verbal language from people who are able to communicate effectively will also be very well formed (Kurnia, 2009).

Effective communication also applies to the relationship between teachers and students in learning. In order to understand each other, each party within the scope of learning must use and choose good words in communicating, especially for students. The message will not be conveyed well if the language used is harsh and negative. This could cause conflict and quarrels in interactions because there is a risk of misunderstanding the reception of the message. Children will also have negative habits if they allow them to communicate through swear words or other harsh words. Kind words will also have a positive impact on the child's personality.

7.1.2 Think Critically and Be Able to Solve Problems (Critical Thinking & Problem Solving)

Critical thinking is a directed and clear process used in mental activities such as solving problems, making decisions, persuading, analyzing assumptions and conducting scientific research. Critical thinking is the ability to argue in an organized way. Critical thinking is the ability to systematically evaluate the weight of personal opinions and the opinions of other people. Critical thinking is essentially an active process in which a person thinks about things deeply, asking himself questions, finding relevant information for himself rather than accepting things from others. In this concept, students learn to solve existing problems and are able to explain, analyze and create solutions for individuals and society. The role of students in implementing 21st century learning is; learn collaboratively, problem-based learning, have high order thinking skills, and learn to ask questions.

Every human being must have *the skill* to think. Thinking becomes second nature natural that is done at any time in all life activities. Think for themselves divided into several levels starting from the simplest ones are just requires memory, to a degree the highest and neediest contemplation. Critical thinking is a process which is directed and clear which is used in mental activities such as problem solving, make decisions, persuade, analyze assumptions and perform scientific research. Critical thinking is the ability to argue in a way organized. Critical thinking is ability to evaluate systematic weighting of personal opinions and other people's opinions (Jhonson, 2009).

Critical thinking is essentially the active process by which a person thinks various things in depth, propose questions to ask yourself, discover relevant information for yourself rather than accepting things from people other (Fisher, 2009). That the purpose of critical thinking is to achieve that understanding deep (Jhonson, 2009). Meanwhile, Fahruddin Faiz suggests that the aim of critical thinking is simple, namely to guarantee, as far as possible, that thinking we are valid and true (Faiz, 2012). With ability to think critically students will be able to solve the

problems he faces. One cannot learn by well without thinking well. Thinking critically related to career success, but also for success in higher education.

7.1.3 Collaboration

Collaboration is the activity of working together with someone or several people in a group to achieve mutually determined goals. This activity is important to implement in the learning process so that children are able and ready to work together with anyone in their future lives. When collaborating with other people, children will be trained to develop the best solution that can be accepted by everyone in the group. The concept of cooperation will invite students to learn to form groups, adapt and lead. The aim of this collaboration is so that students are able to work more effectively with others, increase empathy and be willing to accept different opinions. Another benefit of this collaboration is to train students so they can do it responsible, easy to adapt to the environment, society, and can set high targets for groups and individuals.

Several researchers have proven that students will learn better if they are actively involved in the learning process in small groups. Students who work in small groups tend to learn more about teaching material and remember it longer than if the teaching material was presented in another form, for example in a lecture, regardless of the teaching material (Hariyanto, 2012). A learning includes collaborative learning if the group members are not certain or determined in advance, it can consist of two people, several people or even more than seven people. Wasono and Hariyanto further stated that collaborative learning can occur at any time, not necessarily at school, for example a group of students help each other with homework, collaborative learning can even take place between students from different classes or from different schools. So, collaborative learning can be informal, that is, it does not have to be carried out in the classroom and learning does not need to be strictly structured (Hariyanto, 2012).

Based on the opinion above, it can be concluded that collaborative learning is learning that involves students in a group to build knowledge and achieve joint learning goals through social interaction under the guidance of educators both inside and outside the classroom, so that meaningful learning occurs and students will mutuals respect for the contributions of all group members. Students must be taught to be able to collaborate with other people. Collaborate with people who are different in cultural background and the values they adhere to. In exploring information and building meaning, students need to be encouraged to collaborate with friends in their class. In working on a product, students need to learn how to appreciate each person's strengths and abilities and how to take on roles and adapt themselves appropriately to them.

7.1.4 Creative and Innovative (Creativity & Innovation)

Creativity is not always synonymous with children who are good at drawing or putting words together in writing. However, creativity can also be interpreted as the ability to think outside the box without being limited by rules that tend to be binding. Children who have high creativity are able to think and see a problem from various sides or perspectives. As a result, they will be more open-minded in solving problems. In this concept, students will be invited to get used to carrying out and explaining every idea they think about. This idea will be presented to classmates openly so that later it will cause reactions from classmates. This activity can make students' perspectives broader and open to every existing view.

It takes a creative spirit and innovative skills to achieve personal and professional success. Students who are given the opportunity to be creative and think differently are able to develop their innovation and creativity. There is a need to stimulate students' way of thinking by asking them to propose certain hypotheses, asking about something unusual, showing various solutions and ideas that have never been expressed before, inviting them to think about something new, and trying to think about something outside their usual habits. Those who are creative and innovative will have a greater chance of success. The world will become a comfortable place for those who are able to create success. The following are several aspects that will be assessed on students:

a) Identifying sources of information, in the 21st century skills are closely related to information literacy, students who have the skills to receive, explore and are able to identify sources of information are said to be students who are information literate/literate.

b) Determining creative challenges, students who have 21st century skills have creative characteristics, this is stated and illustrated during teaching and learning activities, student creativity grows and is also supported by teacher factors that are able to stimulate students to express their ideas and ideas in the form of opinions. This cannot be separated from the openness to information factor known as literacy or information literacy.

c) Presenting product results is the final achievement or manifestation of students who are able to be creative and innovate as 21st century skills. The products produced both individually and in groups will be new discoveries and experiences for the students, this is also very in line with the *scientific approach* in the 2013 curriculum where the final achievement is the process of discovering new experiences for students.

d) Developing and selecting ideas, from the information literacy skills possessed by 21st century students, ideas or ideas will emerge that can be selected by students individually and can be developed as a group in the form of results or achievement products.

7.2 Contribution of 21ST Century Skill in Pai Learning

The learning curriculum currently in use requires every school to use student-centered learning, replacing the old teacher-centered approach. Therefore, the use of learning skills in the 21st century is a transition. Every teacher is required to be more skilled and innovative when carrying out learning with learning skills material in the 21st century, including when carrying out teaching using STEAM.

The 21st century has changed and modified the world of education, such as the PAI domain, due to the spread of technology and increasingly widespread globalization. In order to continue to support the growth and personality of the people, PAI must be able to adapt its development to the era of digitalization. As is currently known, PAI is experiencing the problem of low use of technology in the learning process. If this is not treated immediately, it will hinder and reduce the development and effectiveness of student learning. Effective technology integration efforts are needed so that students can benefit from this era of digitalization. Cultural and social shifts and changes in society must also be addressed in PAI learning.

The next skill is teamwork with other people. These communication and cooperation/collaboration skills must be carried out simultaneously. A person's cooperation can be formed and created through healthy interactions, whether an individual interacts with other organisms, with fellow humans, or with the environment and God. Every Muslim is obliged to help each other in piety and goodness, not the other way around.

Next, there are communities or groups of people who join because they have similar interests and hobbies. Community or you could say organizational communication encourages every member in it to exchange and create messages with each other. Thus, it can be said that there are many challenges that must be overcome by the PAI field in building 21st century learning skills in its students. For this reason, there is a need for more in-depth development and study regarding how to organize PAI so that it is more effective, innovative and adaptive in contributing to the development of good personalities in each of its people (Firmansyah, 2019).

It is important for every student to have and learn these 21st century skills while studying in an educational environment. In order to create professional, academic and social success in the future, they must learn various skills according to what is currently needed. They can acquire these skills by developing their competencies and talents. The general skills for the 21st century that are intended so far and which are in accordance with Islamic views include (Syahminan, 2014):

1. Communication skills

   Students' communication skills can be developed through practicing speaking effectively and clearly in front of the class or when among friends.

2. Ability to think critically

   Students' ability to think critically can be developed through invitations to evaluate and analyze lesson material in detail. In this way, they will get used to criticizing various facts regarding Islamic teachings before truly believing and implementing them.

3. Skills in information technology

   Students also need to be taught how to operate various existing technologies according to current developments. Through this ability, they can access and discover other Islamic learning resources that are much more diverse and extensive so that their knowledge is not only limited to the teacher in the classroom. This ability can also increase their independence and readiness.

4. Ability to work together/collaborate

   Through developing this cooperative ability, they will be required to collaborate with their friends in groups to find a solution to a problem.

5. Innovative

   This ability to be able to create and present something new (innovative) is needed by students in applying and practicing various principles and teachings contained in the Islamic religion. The characteristics of innovative students are those who are able to find or build a real, original and new solution or concept.

Farahdiva said that there are various learning strategies that teachers can use to help students improve their understanding of Islamic principles better in the 21st century. The strategies in question include (Farahdiya, 2020):

1. Problem solving

   Through this approach, students are enabled to find solutions to various life problems through Islamic principles when they encounter difficulties in their lives. Students are asked by the teacher to first understand the problems or difficulties they face, find the main source of the problem's emergence, identify the right solution to the problem they are experiencing and then practice it in real life.

2. Inquiry learning

This type of learning invites students to explore, investigate, and solve various problems by asking them to collect all information related to existing problems through observation, evaluation, hypothesis testing, and inquiry.

3. Cooperative learning

Students with this type of learning are asked to complete a task or find a solution to a problem by inviting them to exchange ideas or opinions and collaborate through cooperation with their friends.

4. Technology-based learning

Students who study with this approach will be invited to understand science through certain technology. They will be taught how to understand, search for material, and use other learning resources through certain technology

5. Project-based learning

Students in this type of learning are asked to do an assignment related to Islamic principles. They are asked to assess, implement and develop a particular project which of course is still related to Islamic principles.

Islamic education in the 21st century that applies this type of teaching method is able to deepen Islamic principles, develop cognitive and social abilities, and is able to increase students' interest and motivation to learn so that the objectives of the curriculum can be realized optimally.

8.0 Conclusions and Recommendations

The conclusion that can be drawn from all the explanations and studies above is: Good communication must always be carried out by every teacher, especially PAI teachers, in every learning process and this must continue to be done under any circumstances. Teachers are also required to be able to familiarize students with using learning skills and methods that have been applied so far in every learning process. All students are also encouraged to cooperate (collaborate) with other students when faced with activities that require them to construct new meaning and information. Apart from that, students are also taught how to respect each person's abilities and strengths in completing a task. They must also be taught how to adapt and take on their respective roles in the group. Each student is also directed to understand the importance of thinking critically in facing various obstacles in the future to achieve success in life. These students must also receive guidance on developing creativity in several ways, such as asking them to collaborate to create something new with their friends, building conducive classroom conditions, or giving them positive stimulation so they can use their inner creativity. The development of these students also requires collaboration between teachers and their parents to create optimal development.

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