

Strategies for Increasing the Competence of 21st Century Students in Learning Qur'an Hadith at MAN 2 Kudus

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Abstrak

The purpose of this study was to find out the strategies used by al-Qur'an Hadiths teachers so that students have 21st century competence and the factors that support and inhibit Islamic education teachers in shaping the competence of 21st century students at MAN 2 Kudus. Teachers of the 21st century must have the ambition to develop into professional, superior and outstanding educators. The ideal teacher of the 21st century is a teacher who always follows the progress of science and technology, who adapts the teaching process to the dominant technological era, who can develop student character education, and develop his teaching skills to be more creative and innovative. Therefore, 4C skills (Critical thinking, Communication, Collaboration and Creativity) are very much needed today. This study uses a type of field research (field research) with qualitative descriptive analysis. The researcher used data collection techniques through observation, interviews with the head of the madrasah, deputy head of curriculum, class X-5 al-Qur'an Hadith teacher, class X-5 students and through documentation. The data analysis technique used is by means of data reduction, data presentation, and verification.

Keywords: *21st Century Learning Strategies, 4C Competency*

INTRODUCTION

Education is a very important aspect of human life. For humans, education has a significant effect that allows them to survive by building relationships with others, making it easier to meet their basic needs. Ideally, education has been given throughout childhood so that the values listed in education can make it easier for students to practice in the future (Siti Shafa Marwah, Makhmud Syafe'i, dan Elan Sumarna, 2018)

Islamic religious education is education that means moral values, namely values derived from Islamic religious teachings and derived from the Qur'an and Hadith. PAI learning, as affirmed in PP 55 of 2007 concerning Religious Education and Religious Education, aims to prepare students to become Muslim humans who believe and fear Allah SWT. Therefore, PAI learning is important to be under the control of teachers who know religion first, in order to change students for the better (Dede Rosyada, 2017).

When discussing Islamic Religious Education, it is certainly inseparable from how PAI teachers apply learning strategies to students, because strategy is a plan made by teachers in achieving the learning goals to be achieved, namely carrying out interesting and meaningful learning plans. Therefore, as teachers should choose the right learning strategy in increasing students' interest in learning. Teachers must also be able to achieve learning objectives and understand learning strategies correctly to implement teaching strategies. Learning strategies carried out by teachers must prioritize students in order to think critically. This is because the teacher is only a facilitator, the rest of the students solve the things themselves that have been directed by the teacher. In addition, learning strategies must also be comparable to the progress of the times and the progress of science and technology, especially in this 21st century.

The 21st century is characterized as a period of openness or a century of globalization, which means that there are fundamental changes in human life that are different from the lifestyle in the past. In addition, the 21st century is also known as the information age, where all alternative efforts are used to meet the interests of life in a different position with information-based.

Therefore, to educate students who have superior skills, teachers must develop personal, technical, social and teaching skills. The 21st century also requires many intellectual, pedagogical, and sociocultural skills from teachers. In addition, teachers must be able to solve problems, think critically, and respond to all problems. This highlights the fact that teachers in the 21st century will have to deal with a diverse range of students as well as more complicated and possibly challenging material, as well as standard learning procedures and requirements to achieve greater student thinking and ability. Expectations for teachers in the 21st century include not only their ability to teach and manage classroom environments, but also the development of strong relationships with students and the school community as well as the use of technology as a tool to improve teaching standards.

The professional teacher of the 21st century is a teacher who is committed to teaching. For teachers, the implications of the 21st century are valuable teaching tools.

In addition to skills, it is important for educators and students to implement and collaborate models, tools, media, strategies, and methods in a modern and simple way in helping learning to achieve learning goals. There are four criteria that students must meet in the 21st century, namely: *Communication*, *Critical Thinking*, *Creative*, and *Collaboration*. These competencies are applied to be able to produce a generation that has 21st century expertise. Therefore, this competency is called the 4C competency.

Critical Thinking skills *are* essential for problem-solving solutions. Students should be able to use these skills to identify the root cause of problems as well as choose the best course of action. *Creative Thinking Skills* are abilities that involve problems, discovery, and using new perspectives to solve a problem. This skill involves carrying out completely new and original activities, either on a cultural level or personally (original solely for the individual). Some examples of creative thinking that can be shown by students when learning are students' readiness to think about problems or obstacles, share those thoughts with others, and listen to feedback. The ability to express new thoughts, ideas, knowledge, or information both orally and in writing is referred to as *communication skills*. These abilities consist of public speaking, writing, and listening. *Collaboration skills* are those that allow a person to work well with others, respect diverse teams, communicate clearly, and be willing to take the necessary actions to achieve common goals. Groupwork skills, as well as leadership, teamwork, and decision-making.

Teachers today must be able to create and choose learning strategies and teaching materials that suit the various backgrounds of their students in the era of globalization. In addition, teachers can select teaching materials and create assessment plans that support learning objectives to develop competencies while streamlining and making learning fun. 21st century teachers must have the ambition to develop into professional, excellent, and accomplished educators, according to the above criteria. The ideal teacher of the 21st century is a teacher who always follows the progress of science and technology, who adapts the teaching process to the dominant technological era, who can develop students' character education, and develop their teaching abilities to be more creative and innovative. One of the schools in Kudus that uses 21st century learning is MAN 2 Kudus. For residents of Kudus Regency and its surroundings, MAN 2 Kudus is familiar. This madrasah is considered the best MAN, even in Central Java. In addition, as a research-based academic madrasah, MAN 2 Kudus is a madrasah that dares to look unique and develop into a superior and competitive madrasah. MAN 2 Kudus consistently participates in various competitions every year. Therefore, the purpose of this study is to determine the strategy of Qur'an Hadith teachers in improving the competence of 21st century students and supporting factors as well as

inhibiting PAI teachers in improving the competence of 21st century students in MAN 2 Kudus.

METHODS

This type of research is qualitative descriptive research, which is research that contains a description of all aspects of research that are presented clearly, accurately and in detail (Zed, 2014). This type of research uses data in descriptive form, among others, in the form of statements of fact from the observed perpetrators, namely by interviews with the head of the madrasa, waka curriculum, teachers of the Qur'an Hadith and students, where during the interview respondents are asked to answer several questions asked by researchers aimed at collecting impressions, opinions, and sentiments about the concept or problem being discussed and to help establish the path of research. The choice of qualitative method as a method in this study is because the researcher wants to obtain data related to the strategy of PAI teachers to improve the competence of 21st century students in MAN 2 Kudus.

The data collection technique used to analyze the data is through the process of observation and direct interviews to madrasahs. In addition to using observation and interview techniques, researchers also obtain data through documentation techniques. In this study, the documentation obtained was photos while making observations and interviews.

RESULTS AND DISCUSSION

Result

Learning Qur'an Hadith in MAN 2 Kudus includes 3 stages, namely introduction, implementation of learning and evaluation. In the preliminary stage, educators prepare Learning Implementation Plans (RPP), learning models and learning media. After that, in the implementation of Qur'an Hadith learning to improve the competence of 21st century students, teachers use the *Problem Based Learning* (Problem Solving) learning model which includes 4C skills (*Critical Thinking, Colaboration, Communication, and Creativity*).

Critical Thinking

Teachers in learning as facilitators, namely supervising and guiding students. Critical *Thinking* competence in learning Qur'an Hadith class X-5 is developed by the way the teacher provides several problems related to the material being taught. Then, the teacher asks students to group with their deskmates to identify and critique the problems. This discussion activity is considered to improve students' critical thinking competence. Through discussion, students will exchange ideas and problems.

Collaboration

Collaboration is cooperation in groups. Good cooperation is directly related to attitudes such as taking responsibility, being tolerant, respecting friends' points of view, and supporting group decisions. Learning activities to improve collaboration skills in class X-5 are by using a *problem-based learning* model using the discussion method. This can be seen during group discussion exercises at the learning stage. Educators divide groups in groups with their deskmates. In groups, students are asked to discuss, collect data for, display, and exchange information. In the application of collaboration skills, students are focused on collaborating with each other by exchanging ideas and collecting as much information as possible about the material that has been determined. Therefore, this collaboration activity can remind students that as humans they need each other. This collaborative learning can also make it easier for students to collaborate, learn, contribute, and own their learning outcomes both as a group and individually.

Communication

Communication Skills are very important 4C skills. Because, communication is one that must be emphasized by teachers to students. Because not everyone has the ability to communicate effectively orally and in writing, educators must develop their students in these skills. The efforts made by the teacher of Qur'an Hadith MAN 2 Kudus in order to internalize *communication* skills are by conducting a *problem-based learning* model with discussion and question and answer methods. In this activity, it was seen that discussions were carried out with his deskmates by discussing various sunnah materials and examples. After the discussion, students were given the opportunity by educators to present the results of the discussion with their deskmates. Then after presenting the results of the discussion, a question and answer session was held. Students are given the opportunity to respond or ask questions about material

that they do not understand, educators also allow students to answer these questions. Therefore, through discussion activities where students exchange ideas to solve problems presented by educators, students' communication skills are also grown.

Creativity

The learning model that is often used to improve *creative things in students is the problem-based learning model*. The *problem-based learning* model is one of the learning models that makes passive students become active and creative to evaluate the problem-solving process. In addition, this learning model also fosters students' sense of responsibility for learning, making students creative and innovative. In this activity, skills to increase students' creativity are instilled in MAN 2 Kudus in depth in the stages of learning activities. In learning Qur'an Hadith in class X-5, it can be seen that after students present various sunnah materials and examples, students conclude the material using their own language. In addition, other students are also given the opportunity to ask questions again about material that has not been understood. These activities can improve students' creative thinking skills.

Supporting and inhibiting factors for teachers of the Qur'an Hadith in improving the competence of 21st century students in grades X-5

Supporting factors in improving 4C learning strategies are the existence of adequate infrastructure and facilities, such as comfortable classrooms, LCDs and projectors, as well as digital TV, very important for things such as the development of teaching materials and student learning resources. In addition, madrasahs have adequate libraries to enable book-based learning activities. Finally, the role of active students, because in learning students are required to be active, for example actively asking, actively discussing and others. The active role of students will make learning run smoothly. The findings are based on the results of an interview with Ali Mustain (23 Februari 2023). As for the inhibiting factor, some students are less involved in their studies. This is seen when a student chooses to wait for questions from the teacher rather than ask about the material that has been delivered. In addition, some students who I think are students are not interested in learning because they lack attention or are not responsive when learning. Therefore, there is no reciprocity between teachers and students. In addition, the different abilities of students require teachers to consider learning methods. Another inhibiting factor is the lack of learning time, because there

are some materials that require many meetings to complete the material, therefore teachers give many tasks to students. The findings are based on the results of an interview with Ali Mustain (23 Februari 2023).

DISCUSSION

The 21st century is referred to as globalization or the all-round century, which means that human life will change significantly from what happened in the previous century. The 21st century is known as advertising that improves the quality of all human endeavors and outputs. The 21st century also requires quality human resources produced in agencies supervised by professionals to achieve excellent results (Etistika Yuni Wijaya, 2016). 21st century learning is learning where students are required to have 4C competencies, namely *critical thinking, collaboration, communication, and creativity*.

The learning process at MAN 2 Kudus uses various methods with the aim of making students feel comfortable while studying in class. The right approach is needed for this perfect learning process to make it easier for students to understand the subject matter that educators teach. An educational model that can enhance critical thinking, collaboration, communication, and creativity is urgently needed. Project-based learning (PJBL) is one type of formal education that aims to improve students' abilities both in knowledge and work processes. Educate students so that they can apply what they have learned in everyday life through cooperation (Finita Dewi, 2015).

The learning model used by the teacher of the Qur'an hadith class X-5 at MAN 2 Kudus is a problem-based learning model using discussion, presentation and question and answer methods. This is done so that students are not saturated in learning. The method aims to improve the ability of students. There are 3 stages of learning the Qur'an Hadith, namely the planning stage, the learning implementation stage, and the evaluation stage.

First, the planning stage is a preliminary activity that begins with the teacher identifying goals, then preparing students. Such as greetings, prayer before class, attendance, conditioning students, and communicating what will be taught. *Second*, the learning implementation stage is a learning implementation activity where students must have 4C skills (*critical thinking, collaboration, communication, and creativity*).

Application of critical thinking or critical thinking is a process that involves thinking critically about ideas or ideas related to a given or anticipated principle.

Critical thinking can also be seen as an activity that requires analyzing a concept or idea from a more specific angle, being thoughtful while doing so, and then identifying, classifying, and developing it to a more appropriate angle (Ahmad Susanto, 2013). Application that engages students in critical thinking is essential. Students are encouraged to actively participate in the learning process, ask and answer questions, dare to ask questions about material they have not mastered, and dare to stand in front of the class and share the results of group discussions. Each student's thinking ability is different. Different circumstances affect the level of intelligence or the level of thinking of each person.

The application of *collaboration* is cooperation in groups. Good cooperation is directly related to attitudes such as taking responsibility, being tolerant, respecting friends' points of view, and supporting group decisions. Educators use this skill by asking students to discuss a specific topic in small groups. Efforts made by educators, especially through problem-based learning activities where students must complete exercises to solve a problem through discussion. Because discussion activities encourage students to actively participate in learning, while educators are only in charge of assisting. The existence of forms of cooperation and teamwork between students and teachers in schools is very important to develop student character. There are several kinds of collaborations that can be carried out in order to improve student character while studying the material covered in 21st century education. Collaborative practice is a deliberate attempt to build teamwork within an organization, with a view to achieving a single goal (Maria Dewi Simanjutak, 2019)

The application of *communication* is a very important 4C skill. Because, communication is one that must be emphasized by educators to students. A person's ability to transfer meaningful information from one person to another with the intention of understanding each other is referred to as their communication talent. Because not everyone has the ability to communicate effectively orally and in writing, educators must develop their students in these skills. Communication-related skills are used to convey new information, whether expressed formally or informally, such as thoughts, ideas, or knowledge (I Wayana Redhana, 2019).

The application of *creative thinking* is the ability to consider something in a new way (bring up new ideas). The main focus of the 21st Century is creativity and innovation, which will require both. Knowledge by itself is considered insufficient to help balance accelerating innovation, which places a high value on the ability to solve problems in new ways and discover and adapt to new technologies (Finita Dewi, 2019). The learning model that is often used to improve creative things in students is the

problem-based learning model. The problem-based learning model is one model of learning that makes passive students become active and creative to evaluate the problem-solving process. In addition, this learning model also fosters students' sense of responsibility for learning, making students creative and innovative.

Third, the evaluation or assessment stage is a stage in learning to measure the ability of students. By assessing student performance in learning activities, teachers can measure their success rate and the amount of material they have mastered. Evaluation is part of the learning process that cannot be separated from all educational activities. The implementation of assessment in educational activities is very important because assessment is a tool or measurement process to determine the level of success achieved by students. Assessment ensures that learning objectives are understood accurately and persuasively for the material or materials distributed (Idrus Latif, 2019)

The supporting factors of Qur'an Hadith teachers in improving the competence of 21st century students are the existence of adequate facilities and infrastructure, the role of educators, the active role of students and the support of parents, because students study under the guidance of their parents after they arrive home (Ahmad Lani, 2020). As for the inhibiting factors, namely the class environment that is less conducive, differences in student character, and learning time is quite short because discussion activities take a lot of time (Sukron Muhammad Toha, 2018).

CONCLUSION

The strategy used by Qur'an Hadith teachers in improving the competence of 21st century students in grades X-5 at MAN 2 Kudus is an indirect learning strategy, where educators act as facilitators, giving flexibility to students to develop through problem-based learning (PBL). The application of the *Problem Based Learning* Model is as follows: The application of critical thinking in learning Qur'an Hadith is carried out by means of students identifying and criticizing problems that exist in various sunnah materials and examples. The application of collaboration in learning Qur'an Hadith is by emphasizing the culture of groups between students to discuss and collect as much information as possible. The application of communicating in learning Qur'an Hadith is with curiosity and confidence, because when learning educators require students to communicate the results of discussions which then educators also allow students to ask and answer these questions about various sunnah materials and examples. While the application of student creativity in learning Qur'an Hadith can develop when educators give freedom to students to develop and produce ideas, ideas, also conclude the material using their own language. In addition, other students are also given the

opportunity to ask questions again about material that has not been understood. These activities can improve students' creative thinking skills.

The factor that supports teachers of the Qur'an Hadith in improving the competence of 21st century students is the role of educators, because experienced educators are part of supporting the implementation of learning activities. Then, active students, because the active role of students will make learning smooth. Finally, facilities and infrastructure, because facilities and infrastructure are resources offered by madrasah to help fulfill the duties and obligations of educators. While the inhibiting factors are a less conducive classroom environment, differences in student character, and a fairly short lesson time (2x40 minutes) with a large number of students making it difficult for educators to use time so that students easily understand the material presented.

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