

Innovative 21st Century Learning Through *PAKEM* Learning Management

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Abstract: *21st Century Learning is learning with a new paradigm that is oriented towards learning new literacy, namely human literacy, data and technology. More specifically, mastery of 21st century skills, namely life and career skills, innovation and learning skills, and information, media, and ICT skills. The characteristics of learning to practice these essential skills lead to an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and learner-centered learning process, so that in its implementation educators can design activities by choosing learning methods/models that can accommodate all of these characteristics in a comprehensive manner. In line with PAKEM learning which originates from the concepts of student-centered learning and learning is fun, so that students have the motivation to always learn without orders and they don't have feelings of heaviness and fear. Thus, the aspect of fun is learning and motivating students to explore actively create and experiment continuously in the learning process becomes a significant aspect in the PAKEM learning process. In learning management there are three learning steps. The three steps include: 1), planning of the PAKEM learning process. Planning of the PAKEM learning process can be done when educators design syllabus and lesson plans; 2), implementation of PAKEM learning. This implementation is the application of the lesson plan. This implementation consists of preliminary, core and closing PAKEM learning activities; and 3) PAKEM learning evaluation. The PAKEM learning evaluation/assessment stage is a follow-up in the PAKEM learning process activities. Mission/Purpose of PAKEM learning evaluation is an effort to identify and understand the level of success in the learning process. Thus, innovative learning in the 21st century creates human resources who are literate in information, data, and technology which are needed to face the competition in life and the job market in the current and future globalization era.*

Keywords: *Management; Learning Management; Innovation; PAKEM*

INTRODUCTION

Education is a transfer process for students to develop the potential of thinking, feeling, and creativity in life that is directly experienced by students.

However, at the application stage, education is facing various multi-dimensional changes, because planning the implementation of education requires a good organizational structure, including management and leadership patterns. So, education is the most urgent factor for the growth and development of students. The 21st century is marked as the century of openness or the century of globalization, meaning that human life is experiencing fundamental changes that are different from the order of life in the previous century (Wijaya et al., 2016). The 21st century is also known as the age of knowledge, that is, all alternatives for fulfilling life's needs in various contexts are more knowledge-based. Efforts to meet the needs of knowledge-based education, knowledge-based economic development, knowledge-based social empowering and development, and knowledge-based industry development. Mukhadis, 2013). Because of rapid economic and social changes, schools must prepare students for jobs that have not yet been created, technologies that have not yet been discovered and unknown problems that have the possibility to emerge in the future (Schleicher, 2010 in Suto, 2013).

In order for education to be directed, education must have a directed goal. In Law no. 20 of 2003 concerning the National Education System, the direction and purpose of education is to develop the potential of students so that they become citizens who have faith in God Almighty, have noble character or behavior, are physically healthy, knowledgeable and in-depth, competent in life, creative in all jobs, independent in living life and can become a citizen/society of a country that upholds democratic values and can be a person who is always responsible. This goal at a macro level leads to efforts to build educational organizations that are autonomous/independent so that they are able to implement various innovations and creativity in education to direct and realize an institution that has good morals, communicates actively in social life and has strong/tough human resources.

Various aspects of people's lives have changed, this is in line with developments in the era of globalization and openness. The free flow of information and various resources in an environment of cross-country interaction has brought about tremendous changes that have never happened before (BSNP, 2010). Various countries are competing to improve their competitiveness in order to be able to adapt to the new environment and become the best community that is considered to be a superior and relevant nation in the context of today's modern life. This is a fact that a country's competitiveness no longer lies in its natural resources, but rather in the quality of human resources with the knowledge and competence they have to change various existing assets and resources, in this context it becomes very clear. that the aspect of education is very important for the development of human

resources, both formal, non-formal and informal education which is the key to the success of a nation.

However, this goal has not been optimally achieved, because there are various problems that occur. One of the problems is in the aspect of student input, the process of student activities in educational institutions and student output. One very basic aspect of the output aspect of students. We see a lot of student output from corruption incidents that still occur in society. Corruption has created an impression as a new culture in Indonesia because it has spread massively in society.

In an effort to achieve these goals, it is necessary to implement a learning innovation through *PAKEM* learning management in the learning process/learning management. In the educational aspect, learning management is in a very significant position and role, because basically this management is the process of managing & managing all learning activities that are categorized in the core or supporting curriculum. This learning management is part of education management. Management of the learning process is the entire activity of managing the learning process of students as learners carried out by educators by going through several stages of planning/planning, implementation/implementation, evaluation/assessment with the desire to obtain/achieve the goals of the learning process. Thus, Ibrahim Bafadal said that learning management is all efforts to regulate learning in order to achieve effective (good and right) and efficient learning. The management or management of the learning process program is always referred to as learning and curriculum management.

In this learning management, there are several learning processes that can be managed so that they run well. Among the learning processes that can be managed properly is the learning process that uses an approach *PAKEM* (Participatory, Active, Creative, Effective and Fun). The *PAKEM* learning process is oriented towards exploring and developing the greatest potential of students with a learning methodology that promotes active participation of children through active children, encourages creativity, is effective in achieving targets and quality and is fun in the process, so that children can understand the material comfortably, happy and cheerful . Thus, if the *PAKEM* approach is managed properly, the results to be achieved are that students will always participate in learning, students will be active in every learning process, students will have a lot of creativity, and the learning process will be effective and enjoyable.

RESEARCH METHOD

This research was conducted empirically through a qualitative approach, According to Milles and Huberman, data analysis is organized into sites it is emphasized that the columns in a time-order matrix are arranged with period of time, in the order of stages, so that you can see when the symptoms are certain happened. The basic principle is chronology. Here are the inside steps organized data analysis, First, Build a presentation, at this stage the method is easy to move forward is to break innovation down into specific components or aspects, using these as lines matrix. The matrix columns are the timeframes, from the initial use until later use. If a change occurs in a component during that timeframe, we can include a brief description of the change (Miles and Huberman, 2007: 173-174).

Second, Enter data. At this stage, the analyzer is looking for changes in the innovation, component by component. These changes can be placed in field notes interviews with users of the coded innovation, who were questioned specifically whether they have built something that is deep coded innovation book format. Continuation of investigation according to the parts that has been added, dropped, fixed, merged, or selected for used. In some cases it can refer to documentary evidence (Miles and Huberman, 2007: 174).

Third, Analyzing data. At this stage, the analyzer can understand more deeply about what happened by referring back on other aspects of the field notes, specifically what else is a person have said about the change or the reasons for it (Miles and Huberman, 2007: 177). Data analysis in qualitative research was carried out since before entering the field, during entering the field, and after finished from the field. Data analysis was carried out at the time of data collection in progress, and after completion of data collection within a certain period.

RESULT AND DISCUSSION

According to Ricky W. Griffin, management is a set of elements of various activities including: planning/planning, making/policy decisions, organizing/organizing, directing and supervising/controlling which are carried out directly by various resources within the organization.⁶ According to Waggner and Hollenbeck, management is an effort/process of planning and organizing, as an effort to achieve goals through the division of labor/performance.

Management (management) is a basic/principal activity in an effort to make a difference such as how an organization is better/better to serve the process of activities, carrying out certain missions or goals that are implemented

and controlled. According to Reddin, several illustrations of the behavior of managers/managers that are effective and efficient include: (1) developing (developed) the potential of students (2) understanding what is dreamed of and being diligent or tenacious in achieving it and having very high enthusiasm/motivation (3) requires different staff/subordinates according to the individual's abilities (4) performs or acts as a team manager/manager.⁸

Management as a system in which every element shows something to get needs. Therefore, this management is an attempt to obtaining organizational goals properly, correctly, effectively and efficiently. Achievement of organizational missions is carried out through the application of planning functions (planning); organizing (organizing); directing; and supervision (controlling).

21st Century Inovative Learning

Innovative learning in the 21st century refers to the framework for 21st century learning with components such as: (1) learning environment, (2) development of professional capabilities, (3) curriculum and instructional, and (4) standards and assessments, become the gateway to the era of globalization in order to be able to compete in the world of work. Core cubes and 21st century themes as academic foundations in the 21st century, and components of life and career skills, learning and innovation skills, information, media, and technology skills as student learning products. The 21st century learning framework is clearly described as follows.



Source: 21 Century Skills, Education, Competitiveness. Partnership for 21st Century. (2008)

In line with this opinion, the Head of the Tumpaan State Vocational School added, as a state educational institution, of course it is not much different from other state high schools/high schools/vocational schools, but with the conditions here, we also add character education material to each lesson. Especially material related to the implementation of routine worship which is carried out once a week with the aim of improving the attitudes and behavior of students." (Interview with the student coordinator.) The interview excerpt above emphasizes the role of institutions in facilitating quality character education for students (adolescents). According to Ulfyah (2017), through habituation and educational behavior given by the teacher will help early childhood in practicing worship. In this context, the role of the teacher is needed to develop personality and religious character for teenage students, through experience and practice of worship (Mafaliha, 2020). The urgency of learning planning innovations becomes a benchmark for the direction and objectives of learning on a regular basis in educational institutions. This is the basis for the determination made by the Tumpaan State Vocational School in preparing the learning framework every semester and annually through deliberations between the leadership and the teachers at the Tumpaan State Vocational School, as well as adding religious material. through religious practices. Thus, the preparation of learning plans was innovated and well managed by the Tumpaan State Vocational School as an effort to improve the quality of character education for students.

PAKEM Learning Model

The term *PAKEM* is centered on the idea, the learning process must lead to student-centered learning and the learning process is carried out with learning is fun, so that students are encouraged to always learn without instructions/orders and students don't have a high burden and fear. Therefore, learning is fun is a very urgent element in the learning process in *PAKEM*, apart from efforts to always encourage/motivate students to always explore, create and conduct trials/experiments in the learning process.



(Sumber: Paket Pelajaran Awal Program MS)

In addition, *PAKEM* is one of the learning strategies for developing the cognitive, affective and psychomotor domains of students, with the characteristics of learning by doing. 27 The *PAKEM* learning strategy consists of participatory, active, creative, effective and fun learning. The discussion is as follows.

Participative Learning

The participatory learning process is learning related to student-participatory interactions in the learning process activities in a comprehensive manner. This learning process focuses on the active interaction of students in learning activities and not on the concentration of educational actors. So, learning activities will be very contextual-meaningful if students are given opportunities in a participatory manner in all learning processes and educators have a role as mediator and facilitator, so that students are able to participate positively and actively in expressing their potential in learning.

Active Learning

Active learning focuses on a learning process approach that is more focused on students' activities in seeking and expanding all information/knowledge. The information is studied and researched in learning activities, so that they gain a lot of exploratory experiences that are able to develop their understanding and competence. Silberman describes an active learning process in which students carry out various activities. Students use the brain to understand ideas, solve problems and apply the results of learning activities. So, active learning is learning/understanding activities quickly, very fun, high motivation and active interaction independently to master and understand something holistically.

Creative Learning

Many studies show the importance of creativity for the development of social skills to compete in the world of work, and the ability to generate economic growth. The 2012 PISA results (OECD, 2014b) noted a relationship between high academic achievement, problem solving and creativity. Creativity is often described as the pursuit of new ideas, concepts, or products that meet the needs of the world. Innovation contains elements of creativity and is often described as the realization of new ideas in order to make a useful contribution to a particular field. Creativity includes the concept of "social and economic entrepreneurship and leadership to act" (Fullan, 2013).

Upitis (2014) argues that creativity in schools provides students with experiences with situations where there are no known answers, where there are several solutions, where the tension of ambiguity is valued as a basis for

imagination. Creativity and innovation provide experiences for students to create knowledge in overcoming unsolved problems, generating theories and models, taking risks, pursuing promising ideas and plans, etc. (Scardamalia et al., 2010). Creative learning process as a learning process effort that plays the role of educators to be able to encourage and generate psychomotor aspects of students during the learning process by using many varied methods and strategies, such as team work learning and problem solving. This learning requires educators to stimulate the psychomotor aspects of students, both in developing creative thinking and in carrying out work.

Effective Learning

Learning can be called effective if it can transform new experiments to students in developing students' abilities and guiding students to the mission to be obtained in a comprehensive manner. This condition can be obtained through an interactive process of involving and educating them in lesson preparation/planning, learning implementation and learning assessment. Effective learning requires the involvement of students positively and actively, because students are the center of learning process activities and developing abilities. In the implementation aspect, this activity requires an exchange process exchanging ideas, discussions/studies and debates in an effort to achieve a linear understanding/understanding of the standard content that students must acquire.

Joyful Learning

According to Kimble (1961: 6) in Sabudu D (2019: 17) "Learning is modification, or reinforcing behavior through experience " means learning is a process, an activity and not an outcome or objective. While Sudjana (2005:28) still in Sabudu D (2019:17) states "Learning is a process characterized by changes in a person, changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, behavior, skills, abilities, habits and changes in other aspects that exist in individuals who learn ". Learning as guidance towards responsible behavior towards the environment must be planned and carried out in a conducive and enjoyable manner, so that students have the motivation and attention to study further. So effective learning should use a variety of approaches or methods that can be fun and attract the attention of students. (Sabudu D, 2019:17-18).

The variety of learning methods based on Joyful Learning is an amalgamation of several methods that make learning fun. While Joyful Learning is a method of learning that is fast and precise and fun to balance the work of the left brain and right brain in order to develop optimally. (Hayati, 2003: Pelangi Pendidikan Rainbow Bulletin Volume 6 No.1) It is said that the method

is fast because with Joyful Learning developing to the maximum, it can accelerate the mastery and understanding of the subject matter being studied, so that the time needed to learn faster.

Mulyasa describes joyfull instruction (fun learning) as a learning process effort in which there is a massive cohesion between educators and students, without them feeling pressured or forced. Thus, a joyfull learning process has a pattern of good interaction between educators and students in the learning process. To apply joyfull learning, educators must be able to design learning optimally, choose suitable content/material, and select and expand strategies that can involve students in a comprehensive manner.

***PAKEM* Learning Management**

Setyosari describes, learning management is a process of administering, organizing, and managing an activity or learning process carried out by educators. Management of learning in an equality event/program is a process of managing in a learning process carried out in the desired equality program to obtain predetermined learning objectives. The implementation of the learning process program should be a formal institution in general requiring proper and good learning management. This situation is especially so that the implementation of learning that applies in the equality program can be relevant to the circumstances and conditions of these students.

In *PAKEM* learning management there are three steps that must be implemented. The three steps are : Majid explained that planning is an attempt to determine activities that must be carried out by a person or a group of people in order to obtain the stated mission/goal. *PAKEM* learning planning must be considered by an educator. Planning *PAKEM* lessons can be implemented at any time educators compile or design syllabus and lesson plans. First, the syllabus. The syllabus is a framework/design of learning programs/programs for 1 or 2 groups of subject matter which contains Core Competencies and basic competencies that students must achieve, Core content/material that students must learn, and how or strategies to study them and how to be able to find out the acquisition of competencies / abilities that have been set Second, RPP. This lesson plan is explained from the syllabus to guide students' learning activities in an effort to obtain KD. Every educator/teacher in an educational institution unit must compile or design the implementation of learning in a holistic and systematic or regular manner so that the learning process occurs in a good interaction, inspiring, jointfull, challenging, encouraging students to participate actively, and providing a good space for the creativity of students and the independence of students that are relevant to the interests, talents and physical and spiritual development of students.

PAKEM Learning Implementation

The implementation of the learning process from the *PAKEM* perspective is the implementation of the learning process design or plan. The implementation of the *PAKEM* learning process involves the following stages: 1) the preliminary stage. This stage is a beginner activity in a learning process activity that is expected to increase encouragement/motivation and concentrate students' perspectives to participate actively in learning activities. 2) core stage. The core activity is a learning process to gain basic skills/competencies that are carried out well, effectively, fun, and motivates students to participate actively, as well as providing a broad scope for the process of understanding, creativity and independent attitudes that are relevant to their interests, talents, and physical and spiritual development of students. The learning process is called successful if the activity is able to develop the cognitive (brain), affective (heart) and psychomotor (creativity) domains of students. 3) closing stage. Closing as activities carried out at the end of learning activities that can be carried out in the formulation of conclusions/summaries, evaluation and reflection, feedback and follow-up.

PAKEM Learning Evaluation

This last part serves as a follow up on the *PAKEM* learning process activities. The purpose of this section is to obtain information on the level of success in the learning process. This activity acts as a tool to obtain information on learning achievements, as a feed back for correcting the learning process and as a basis for writing or compiling reports on students' learning abilities to their caregivers or parents. Evaluation can also be understood as a planned activity to obtain information on the reality of an object by using instruments and the results are compared with certain standards to obtain comprehensive conclusions.

CONCLUSION

The *PAKEM* learning process stems from an idea or concept that the learning process is student-centered and must be fun/joint, so that children always get high motivation to always learn without being told and not burdened with heavy feelings and fear. This Model management of *PAKEM* becomes the kind of innovation to overcome teacher and student activities at the classroom. Therefore, the joint full side becomes a significant part of the learning process in addition to efforts to always motivate students to always explore, create and carry out continuous experiments in all learning activities. In learning management there are three learning steps. The three steps are: first, *PAKEM* learning planning. *PAKEM* learning planning must be considered by an

educator. *PAKEM* lesson planning can be carried out when educators design syllabus and lesson plans. Second, the implementation of *PAKEM* learning. This implementation is an implementation effort from the design/plan of learning implementation activities which includes the following stages: 1) introduction. This stage is the initial activity in a beginning of learning that is desired to motivate and focus the perceptions and perspectives of students in playing an active role in learning process activities; 2) core. This stage is a process to gain basic competencies/abilities that are carried out properly and correctly. This activity is carried out in an orderly and regular manner with a process of exploring, elaborating and confirming; and 3) cover. This stage as an activity is carried out to complete learning activities which can be carried out in the form of conclusions, final evaluation, reflective, fed back and follow up/follow up. Third, evaluation/assessment of *PAKEM* learning. This stage is a follow-up in all learning activities.

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