

## Pedagogical Re-Orientation in the 21st Century and its Implications for Islamic Religious Education Learning

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### Abstract:

This research explores how the pedagogical orientation of the 21st century and its implications for IRE learning. The method used in this research is the literature study method. The results of this study reveal that the 21st century brings considerable changes in various aspects of life, including education. The main characteristic of this

century is the rapid advancement of technology. These technological advances affect the way of learning, teaching, as well as the way of interacting in education. 21st-century learning emphasizes the achievement of critical thinking, collaboration, communication, and creativity skills (4Cs), as well as information literacy, technology, and life skills. In terms of pedagogical skills, it has shifted from traditional teacher-centered pedagogy to constructivist, learner-centered pedagogy. This pedagogical shift allows learners to actively build knowledge and skills through experience and technology. Learning strategies or methods that can be used in 21st-century learning include flipped classroom, experiential learning, problem-based learning, reflective learning, project-based learning, and inquiry learning. In the learning process, the teacher has an important role not as the only source of material but as a facilitator who creates an effective learning environment. In the context of Islamic Religious Education (IRE) learning, the relevance of 21st-century learning is applied through technology integration, emphasis on the achievement of 21st-century skills, the use of appropriate strategies, and a maximum evaluation process in accordance with the learning model used.

**Keywords:** inquiry learning; Islamic Religious Education; learner-centered pedagogy; learning strategy; technology integration.

## INTRODUCTION

Education needs to be continuously adapted to the times (Borinshteyn & Orlenko, 2020; Laal et al., 2014). Educational adjustments are needed to continue to meet the needs of education globally in the midst of changing times (Shafiee & Ghani, 2022). This can happen because the suitability of the educational process with the characteristics of each era can make students more enthusiastic so that learning objectives can be easily achieved. Conversely, the failure of the adjustment process and the lack of understanding related to education in facing the challenges of the times can make it difficult to realize educational goals. This is because the learning process carried out without adjustment will feel very boring and not of interest to students (Papp, 2020). Based on this, it is fitting that the teaching and learning process continues to be adjusted based on the latest realities that occur in life.

Human life in the 21st century undergoes changes that are different from the previous century. Recently, changes in learning in the 21st century have been seen with the implementation of online learning systems, the development of learning technology, and the development of learning aids (Schlam Salman & Inbar-Lourie, 2023). In addition, the characteristics of 21st-century learning in this case emphasize the identification of skills, knowledge, and expertise needed by learners to be successful in today's digital life (Goradia, 2018). The results of the National Education Association and Partnership for 21st Century Skills study show there are at least four most important and specific skills in 21st-century learning. The four skills are critical thinking skills, communication skills, collaborative skills, communication skills, and creative and innovation skills (Harits et al., 2019). In addition to achieving this, the educational process in this century also needs to pay attention to the four pillars of UNESCO education. The four pillars of education recommended by UNESCO in learning this century include learning to know, learning to do, learning to be, and learning to live together (Priscilla & Yudhyarta, 2021). In the learning process, educators act as facilitators by encouraging students to actively participate in class and guiding them in learning activities (Mayasari et al., 2024). Thus, it can be seen that the 21st century has different characteristics than previous centuries. Various previous studies have examined strategies for successful education in the 21st century (Rosnaeni, 2021).

In contrast to the above research, this study examines how pedagogic re-orientation in the 21st century. Pedagogics comes from the Greek "*paidagogos*", which means someone who guides children. In the modern context, pedagogics refers to the science and art of teaching. It includes various principles, methods, and strategies used to support the teaching-learning process both in the classroom and beyond (Shah & Campus, 2021). Mastery of appropriate pedagogical competencies is very important so that educators are able to take positive actions such as identifying the learning characteristics of students, organizing the class properly, knowing the potential deviations of students' learning behavior, being able to develop the potential of students, and even being able to act humanistically towards students (Liakopoulou, 2011). Religious education has an important role in society in sociological theory. Various sociological theories of religion can be synthesized to understand the underlying principles guiding these educational shifts, particularly those articulated by scholars such as Emile Durkheim and Max Weber. Durkheim posits that religion serves as a fundamental social glue, promoting cohesion

and shared values within society. In education, this suggests that adapting to current realities enhances communal learning experiences, thus aligning with Durkheim's assertion that education mirrors societal needs and transitions (Goldstein, 2012; Horii, 2019). Thus, it can be seen that it is important for us to understand 21st-century pedagogics so that religious education can be adapted to the times that it is always relevant to control the behavior of society.

## METHOD

This research uses the literature study research method. This research process was carried out by examining various books, literature, journals, notes, and other information related to pedagogics and the 21st century. The stages of the literature study in this research include several steps, namely reviewing references, collecting references, and analyzing these references (Nasrudin et al., 2024). The types of references in this study consisted of primary references and secondary references. Primary references in this study used various Scopus-indexed articles to understand pedagogical science and 21st-century characteristics. The secondary references in this study were obtained from various relevant journals. The flow of this research itself can be seen as follows:

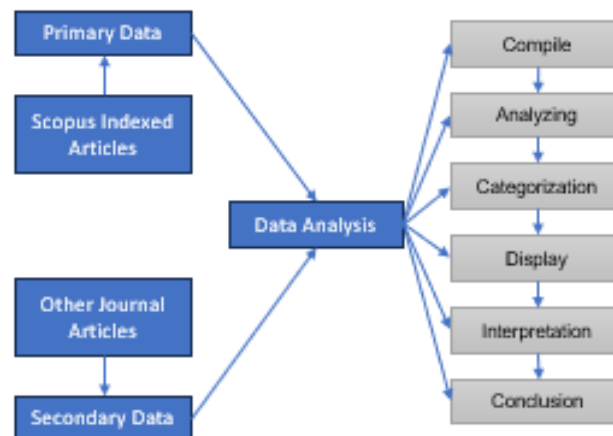


Figure1 . Research Flow.

## RESULTS AND DISCUSSION

### The Urgency of Understanding the 21<sup>st</sup> Century Characteristics

The transition from the 20th century to the 21st century is characterized by rapid technological development. Today's youth have grown up in a world of technology, shaping the educational and employment landscape of the future. Young people are more interested in interacting with complex social, political, environmental and economic issues that affect their lives by writing blogs, posting on social networking sites and documenting them through pictures and videos than through formal schooling (Arora, 2023). The use of technology in the 21st century has become widespread. Almost all aspects of life in the present have shifted to using technology (Clark, 2010). One aspect that needs to adapt to technological developments in education (Masek & Suhadi, 2018). Based on this, technological development is the most visible characteristic of the 21st century.

Education, in this case, must adapt to global needs. Education, in this case, must be able to enrich the minds of students with the skills needed (Frache et al., 2018). The use of technology, in this case, can be one of the global needs that are developing in the community environment (Masek & Suhadi, 2018). The form of adjustment to these global needs can be seen in the curriculum revisions made. Examples of curriculum revisions in adjusting to global needs include an emphasis on critical thinking, collaboration, communication, creativity and innovation, and, of course, the use of technology in the educational process (Shafiee & Ghani, 2022). The use of technology, which in this century is experiencing rapid development, has a considerable influence on the 21st-century education process. The use of information technology in the learning process has recently become more frequent. A number of educational institutions have combined their learning with technology to enhance the learning experience of their learners. In addition, learning technology is also expected to increase learners' engagement as well as their academic achievement. A number of technological tools that are often used in the

learning process include discussion forums, simulations, virtual reality, webinars, wiki rooms, Kahoot, and social media technology (Goradia, 2018). Of course, the use of this emerging technology requires expertise from educators and requires a paradigm shift in education from the old paradigm to the new paradigm (Archambault et al., 2010). Thus, it can be seen that the rapid development of technology as a very visible characteristic in the 21st century has now begun to be integrated into the learning process.

The implementation of the learning process needs to be directed to meet the needs of learners. The educational curriculum should ideally be directed to meet the intellectual needs of learners by connecting the educational curriculum with students' lives, cultures, and interests (Papp, 2020). The emergence of the 21st century has ushered the practice of teaching and learning activities into a new era with its characteristics (Udris-Borodavko et al., 2023). Given that the 21st-century era brings its own needs and characteristics, pedagogics of this century must adapt to the needs and provide opportunities for learners to develop the necessary competencies and skills (Goradia, 2018). The 21st century has brought changes in a number of aspects of life. The life of each individual learner in the 21st century has a number of needs that need to be resolved through the educational process. The education process in this century explains that learners need life and career skills in a complex and competitive environment because today's world requires individuals who are flexible, productive, and responsible and have leadership qualities and values (Shafiee & Ghani, 2022). Thus, it is important to know the learning needs of the 21st century so that we know the direction and purpose of education.

The skills that learners need to master in this century are well-known among education observers. These skills are often known as 4C skills, namely critical thinking, collaboration, communication, and creativity and innovation (El Mokhtar et al., 2023; Frache et al., 2018; Gamage et al., 2018). These skills are in line with a study by the National Education Association and Partnership for 21st Century Skills which revealed that these four skills are among the most important and specific in 21st-century learning (Harits et al., 2019). Critical thinking skills, in this case, are the ability to understand a complex problem and connect information with one another so that, in the end, various perspectives appear in solving the problem. Collaboration, in this case, can be interpreted as the act of working together to achieve common goals by understanding and appreciating each other. Furthermore, communication, in this case, is the ability to convey information effectively and accurately. As for creativity and innovation, in this case, is the ability to generate new ideas from existing ideas (Harits et al., 2019; Shafiee & Ghani, 2022). Based on this description, it can be seen that the 4C skills are currently the skills that need to be achieved through the learning process.

In contrast to the above research, a number of other studies further specify the needs and skills that need to be mastered in the 21st century. Goradia (Goradia, 2018) categorizes that learners in this century need to have learning and innovation skills, information, media, and technology skills, and life and career skills. Learning and innovation skills, in this case, consist of creativity, critical thinking, problem-solving, communication, and collaboration. Meanwhile, information, media and technology skills consist of understanding media literacy and the ability to be technologically literate. The life and career skills, in this case, enable learners' personal and professional growth and lead to lifelong learning. Meanwhile, another opinion was expressed by Fletcher (Fletcher et al., 2024) in their research which states that the skills that learners must master in this century are not 4C but 6C. The 6C skills in question include collaboration, communication, content, critical thinking, creative innovation, and confidence.

### **Learning in the 21<sup>st</sup> Century**

Learning has a very important role in achieving educational goals. Learning can be defined as a change that arises from human life as an interaction of learners' experiences with the world (Faizah & Kamal, 2024). According to Thorndike (Thorndike, 2013), learning is an attempt to form a relationship between stimulation and reaction. The success of the reaction in the educational process will give birth to a relationship in the form of learning events (Sadiran, 2011). Learning is a process of forming reflex conditions or responses to stimuli (Ibrahim, 2023; Pavlov, 1932). Learning is the process of acquiring knowledge and the process of changing abilities consistently as a result of acquiring this knowledge (Hermawan, 2014; Reber, 1989). Thus, it can be seen that learning can be interpreted as an effort to obtain knowledge accompanied by efforts in its practice in everyday life in the learning process.

Learning is a process composed of various elements. Learning is composed of human elements, materials, facilities, and the process of influencing each other to achieve learning goals (Fakhurrizi, 2018). Learning can also be interpreted as a series of interaction processes between students and the environment, where these interactions are expected to produce changes in behavior in a better direction (Juhaeni et al., 2020). Referring to

Law No. 20 of 2003 concerning the national education system, learning, in this case, can be interpreted as a process of interaction between students and educators and learning resources in a learning environment. Thus, it can be seen that learning is an interaction activity in a learning environment that influences each other to achieve the realization of behavioral changes in a better direction.

Various important benefits can be obtained through the learning process. The learning process needs to continue to be carried out to realize the educational goals that have been set nationally (Mayasari et al., 2024). A well-done learning process will be able to become the basis for each individual to behave in accordance with the norms and needs that exist in society (El Mokhtar et al., 2023). In addition, the learning process in this case can also prepare students to be skilled in work and preserve community culture (Antes, 2016). Based on this description, the process of effective learning activities as an active reciprocal relationship is important in the world of education.

Learning carried out in the 21st century has characteristics that distinguish it from learning in the previous century. The difference in education in the 21st century is due to the new demands in the learning process, so pedagogics need to adjust to this (Mayasari et al., 2024). The learning process in terms of 21st-century pedagogics must adapt its principles to the new social and technological realities of today in order to always be able to improve the learning process and be able to develop the skills and knowledge needed (Vázquez-Cano, 2021). The inability to adjust learning in this century can cause students to have difficulty understanding and mastering the skills needed (Frache et al., 2018). Learning implemented in the 21st century should emphasize skills, not just knowledge, be active, collaborative, cooperative, interesting for students, well planned, not just flowing, consider cultural context, and preferably emphasize problem-solving (Frache et al., 2018; Kane, 2004; Kolb & Kolb, 2005). Thus, it can be seen that the learning process needs to be adjusted to the needs of the times in order to achieve the desired learning objectives.

The 21st-century learning process has specific objectives that are different from those of the previous century. A number of skills, knowledge and expertise that 21st-century learning is expected to achieve include: 1) Creativity: which allows students to review concepts from different perspectives that ultimately lead to information; 2) Critical thinking, a skill that allows students to analyze evidence and form judgments to solve problems; 3) Communication, a skill that allows students to convey ideas effectively among their peers; 4) Collaboration, a skill to bring fellow learners together to find solutions to problems; 5) Information literacy, understanding of facts and statistical data; 6) Media literacy, understanding what is meant by disseminated methods; 7) Technology literacy, understanding the tools used to disseminate information; 8) Life and career skills, enabling personal and professional growth thus leading to lifelong learning (Goradia, 2018). Of these skills, knowledge, and expertise, according to the National Education Association and Partnership for 21st Century Skills study, the four most important and specific skills in 21st-century learning are critical thinking skills, communication skills, collaborative skills, communication skills, and creative and innovation skills (Harits et al., 2019). Thus, it can be seen that learning in the 21st century is carried out to face the latest challenges and is directed at achieving a variety of 21st-century skills and knowledge.

The learning challenges of the 21st century demand competencies that cannot be achieved by one-way learning alone. Learning in the 21st century needs to be learner-centered. This is because teacher-centered learning has limitations that will not be able to deliver learners the skills and knowledge needed (Arora, 2023). The concept of learner-centered learning has been relevant and introduced since the beginning of the 21st century by John Dewey, where learners are actively involved in meaningful learning tasks. Learners in 21st-century learning must be actively involved collaboratively in the learning process in accordance with learning by doing (Frache et al., 2018). The learning process in the 21st century emphasizes that students are not only knowledgeable but also able to apply useful skills in their lives according to the knowledge they get (Breslow, 2015). Teachers, in this case, need to provide space for students in the learning process to engage in the classroom so that they can explore their curiosity and apply what they learn (Sikhakhane et al., 2020). Thus, it can be seen that the learning process to achieve 21st-century skills should be learner-centered, and the teacher should act as a facilitator.

Apart from being learner-centered, learning in the 21st century also emphasizes the integration of technology. Learning in this century emphasizes the use of tools so that each individual learner is able to be productive in collaboration and problem-solving that occurs. The integration of technology in the learning process serves to prepare learners for the digital world (Domine, 2011). In addition, digital technology can support learners' learning to be collaborative, communicative, and creative (Arora, 2023). Learning technologies can also be implemented in the education process to improve learners' engagement and their learning achievement. A



number of technologies that can be used in the learning process include discussion forums, simulations, virtual reality, Kahoot and so on (Goradia, 2018). These various technologies are able to provide access to abundant information in the learning process so that concept understanding can be easily achieved by students (Vasil et al., 2019). Thus, it can be seen that the use of technology in teaching is one of the important aspects of the 21st-century learning process.

### **21<sup>st</sup> Century Pedagogical Re-Orientation**

The concept of pedagogics in the 21st century offers differences from the traditional pedagogical concepts that prevailed before. Traditional pedagogy is a teaching-learning system that is characterized as teacher-centered and still relatively untouched by technology (Sikhakhane et al., 2020). This pedagogy considers that students are empty containers that must be filled, and the learning material curriculum must be delivered by the teacher so that the teacher acts as the center of learning (Domine, 2011). This pedagogy has now experienced a shift in the 21st century. The traditional learning process is now considered irrelevant to implement. This is because this pedagogy is considered to have many limitations in achieving learning objectives. The limitations of traditional learning that emphasizes transmission from educators alone are considered to be unable to deliver students to master the understanding of 21st-century concepts and skills in the future (Papp, 2020). The traditional pedagogical concept known as authoritative by emphasizing the dominance of the teacher as a source of learning, has now been abandoned due to the availability of many sources of knowledge so that learning can be carried out more flexibly, interactively, and independently without being limited by having to receive knowledge only from the teacher (Shafiee & Ghani, 2022). In addition, this traditional pedagogy is considered to be detrimental to learners' interest, retention and comprehension due to its less innovative learning approach (Edeh et al., 2022). Thus, it can be seen that traditional pedagogy is considered less relevant when applied to 21st-century learning.

21st-century learners do not learn in the same way as 20th-century learners. Of course, this is influenced by the different characteristics and needs of each century, including technological developments (Vázquez-Cano, 2021). Learners are no longer considered as containers that teachers must fill, but as individuals who are ready to be actively involved in the learning process (Domine, 2011). Current education views good learning as learning that is able to provide space for students to continue to be actively involved (Frache et al., 2017). The active involvement of learners in today's learning is directed at developing higher-order thinking skills, and metacognitive skills, and supporting collaborative learning (Goradia, 2018). Of course, the implementation of learning in the 21st century is inseparable from the pillars of education set by UNESCO, including learning to know, learning to do, learning to be, and learning to live together (Arora, 2023). Learning today is considered to be closer to constructivism pedagogy. Constructivism learning theory states that learners in the learning process should play an active role in building their knowledge and skills with experiences (Edeh et al., 2022). In constructivist pedagogy, learners are not passive listeners. Learners in this pedagogy are not just silent and understand concepts but are actively involved collaboratively in acquiring knowledge and skills (Brown & Rich, 2020). Pedagogy like this is considered more necessary to meet all forms of 21st-century pedagogical challenges (Hardman, 2021). Thus, it can be seen that the current implementation of education is considered closer to constructivist pedagogy than traditional pedagogy.

Learning in the 21st century is supported by a unique approach framework. A typical 21st-century framework that is currently developing in 21st-century learning is Technological Pedagogical and Content Knowledge (TPACK). TPACK is a learning approach framework that combines a number of knowledge components into one learning program context. These components include Content Knowledge (CK); Pedagogical Knowledge (PK); Technology Knowledge (TK), Pedagogical Content Knowledge, Technology Content Knowledge (TCK); Technology Pedagogical Knowledge, and various solutions in a particular learning context (Nurdiani et al., 2019). TPACK, in this case, can be interpreted as a collection of professional teacher knowledge to carry out the learning process in the 21st century (Koh et al., 2015). This framework approach has been developing since 2006 and is currently growing and recognized throughout the world. This concept continues to be developed as well as refined to date, especially with regard to theoretical foundations and handling practical problems (Nurdiani et al., 2019). This concept combines the application of technology with pedagogics and content in one learning objective. In TPACK, teachers' knowledge in integrating technology makes learning effective and efficient. TPACK can support teachers to implement effective learning even though it requires specialized skills and disciplines (Harits et al., 2019).

### **Alternative 21<sup>st</sup> Century Learning Model Options**

Learning models as didactic pedagogy in the 21st century have also evolved. A learning model is a framework or approach used to design and structure learning experiences in order to achieve specific learning objectives. Learning models provide structure and guidance for educators and students in learning activities (Asep et al., 2024). In this case, a number of learning models that have been considered effective based on research results to be applied in 21st century learning are as follows:

First is the experiential learning model. This learning model indicates the need for a classroom to prepare learners. Learners in this learning model test ideas discussed in class in real-life situations. A number of experiential learning syntaxes when applied, include: stimulation, problem identification, data collection, data processing, proof, and conclusion drawing (Yusri, 2022). Experiential learning can improve students' understanding through an active learning process (Budiarti et al., 2022). In addition, learning using this learning model has been proven to be able to help students to acquire the skills needed in the 21st century (Suryaningsih, 2024).

Second is the reflective learning model. Learning in the 21st century is inseparable from the active role of students in the learning process. The learners' role activities should be able to be reflected in their lives. Learners, through this learning model, are expected to be able to expand and understand their own experiences so that the experiences brought changes to themselves. The steps of this reflective learning model consist of five phases, namely: introduction, introduction and presentation of context, discussion and presentation, closing, and evaluation (Leuwol & Telepta, 2023). The use of this learning model has been proven effective in improving students' understanding as well as skills (Rahman, 2020).

Third, the flipped classroom learning model. This learning model is suitable to be applied in teaching and learning activities in the 21st century. This model is considered suitable because this learning model encourages problem-solving and encourages the implementation of integrative and applied learning processes. In addition, this learning model provides space for students to learn more outside the classroom environment (Sikhakhane et al., 2020). The steps of this learning model are as follows: First, students are asked to study the material independently at home related to the material to be learned in class. Second, students are divided into several groups in the classroom. Third, the teacher acts as a facilitator in guiding students' discussion activities in the classroom. Fourth, the implementation of learning evaluation (Siswandari et al., 2023). This learning model has been proven to improve student's critical thinking skills, including in IRE lessons (El Qory et al., 2022).

Fourth, the project-based learning (PjBL) model. This learning model is also considered suitable to be applied in teaching and learning activities in the 21st century. This suitability is found because this learning model can stimulate critical thinking skills and encourage collaboration among students in solving a problem. In addition, this learning model is theoretically considered suitable for practicing skills (Sikhakhane et al., 2020). A number of steps that must be taken when applying this learning model include providing essential questions, designing projects, implementing plans and monitoring, assessing students' work, and evaluating the results of the experience. This learning model has been proven to be able to improve student learning outcomes (Wahyuni & Fitriana, 2021). In addition, this learning model can encourage the achievement of 21st-century skills competencies (Undari, 2023).

Fifth is the problem-based learning (PBL) model. This learning model is considered suitable to be applied in the 21st-century learning process because it emphasizes learners solve problems through problem-solving skills. Learners in this learning model can conduct a series of activities, such as investigations and so on, to develop their skills (Goradia, 2018). The quality of learning using this learning model depends on the problems given. The more relevant the problems given, the better the impact on the process of educational success (Brown & Rich, 2020). A number of steps that must be taken when implementing this learning model are orienting students such as providing motivation, apperception, conveying learning objectives, delivering problem material, providing opportunities for students to solve problems and evaluation (Ariyanto et al., 2023). Problem-based learning in learning can improve student learning outcomes. In addition, this learning model is also able to improve students' critical thinking skills (Fadholi & Mahmud, 2024).

Sixth, the inquiry-based learning model. The inquiry-based learning model is suitable for 21st century learning. This is because this learning model encourages each student to be able to work together in groups. The process of working together will encourage feelings of belonging and enthusiasm in the learning process (Papp, 2020). In addition, this learning model is also suitable because it trains students' ability to think critically (Shafiee & Ghani, 2022). This learning model has the potential to develop learners' cognitive skills, thus promoting problem-solving, critical thinking, and leadership skills. It has also been found to improve learner engagement and

academic achievement. The steps of the inquiry learning model include asking questions or problems, formulating hypotheses, collecting data, analyzing data, and drawing conclusions (Hulu et al., 2023).

### **The Role of Teachers in Supporting the Success of 21<sup>st</sup> Century Education**

Education requires the role of good educators in teaching. Quality education requires teachers as educators to have a professional attitude toward their role in the learning process (Mayasari et al., 2024). Educators, in this case, be they teachers or lecturers, are at the forefront of advancing the nation. This is recognized by the Government of Indonesia in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, where the Indonesian government recognizes teachers or lecturers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The implication is that teachers and or lecturers should have an educator certificate to be considered professional. Referring to the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers article 10, paragraph 1, lecturers and teachers must have pedagogical competence, personality competence, social competence, and professional competence. The four competencies are comprehensive and become one unit and characterize professional educators. The teacher's professional skills can be trained through various activities such as training, seminars, workshops, courses, small group discussions, listening studies, tutorials, and coaching (Mayasari et al., 2024).

The successful implementation of learning in this century needs to be supported by the teacher's skills in managing learning. Teacher skills needed in this case include managing the class in a disciplined manner, being flexible in the learning process, not being too rigid, and acting as a facilitator in the teaching and learning process (Shafiee & Ghani, 2022). In managing the classroom, teachers as educators must provide ample opportunities for students to engage in the learning process (Papp, 2020). The knowledge discussed in the learning process must be obtained from the results of collaborative two-way interactions and emphasize students not only from the teacher center (Schlam Salman & Inbar-Lourie, 2023). In addition, teachers as educators need to have and apply the ability to relate positively with students along with maintaining these positive relationships. these relationships are important to increase mutual respect for each other in the learning process (Geletu, 2024). Teachers, as educators, also need to be professional by applying technology in the learning process. Teacher professionalism, in this case, can be proven by three main domains. The three domains of teacher professionalism are as follows: 1) professional knowledge. Professional knowledge is a set of knowledge as well as professional practices of teachers in the learning process as evidenced by qualifications or membership; 2) being able to make good autonomous decisions; and 3) having relationships with fellow professional teachers (Engeness, 2021). Thus, it can be seen that teachers need to apply their professional skills when carrying out learning by applying each aspect of teacher professionalism in the classroom to the fullest.

The learning process implemented in the classroom can be built by integrating technological resources. The integration of technology into 21st-century learning will be able to empower learners to develop their understanding more optimally. Teachers as educators need to properly organize the use of technology in this teaching and learning activity. The irregular use of technology in the learning process will only result in futile and irrelevant learning in the achievement of learning objectives. Conversely, the proper use of technology in the learning process will be able to deliver success (Sikhakhane et al., 2020).

### **Implications of 21<sup>st</sup> Education for Islamic Religious Education Learning**

Islamic Religious Education (IRE) can be defined as an effort and process of continuously planting something between teachers and students, with Akhlak Karima (good deeds) as the ultimate goal. The main characteristic of IRE is the cultivation of Islamic values in the soul, taste, and mind, as well as harmony and balance in life. Referring to PP No. 55 of 2007, religious education is education that provides knowledge and forms the attitudes, personalities, and skills of students in practicing their religious teachings, which are carried out at least through subjects/courses at all paths, levels, and types of education. The function of religious education, according to the regulation, is none other than to form Indonesian people who believe and fear God Almighty have noble character and are able to maintain peace and harmony in inter-religious relations. The purpose of religious education, referred to in Indonesia's regulation of PP No. 55 of 2007 is to develop the ability of students to understand, live and practice religious values that harmonize their mastery of science, technology and art. 21st-century learning provides practical implications that can be applied to the learning components of IRE. The educational components of IRE learning include learning objectives, learning materials, learning methods or strategies, and evaluation of learning outcomes.



First, learning objectives. The learning objectives of Islamic religious education in the context of 21st-century education should not only focus on knowledge. Islamic religious education in this case should also focus on the achievement of 21st century skills that must be mastered by students. A number of skills that should be encouraged through Islamic education learning in the 21st century include 1) Creativity, allowing students to review concepts from different perspectives that ultimately lead to information; 2) Critical thinking, a skill that allows students to analyze evidence and form judgments to solve problems; 3) Communication, a skill that allows students to convey ideas effectively among their peers; 4) Collaboration, a skill to bring fellow learners together to find solutions to problems; 5) Information literacy, understanding of facts and statistical data; 6) Media literacy, understanding what is meant by disseminated methods; 7) Technology literacy, understanding the tools used to disseminate information; 8) Life and career skills, enabling personal and professional growth thus leading to lifelong learning (Goradia, 2018). In addition, IRE learning today can also be directed to participate in realizing the successful achievement of sustainable development goals. As we all know, education is currently one of the important components in realizing the achievement of sustainable development goals (SDGs). Education, in this case, is expected to contribute to development by improving the quality of human resources in a better direction (Block et al., 2018). Thus, it can be seen that the purpose of IRE learning today should not only focus on the transfer of knowledge alone but must really prepare students with various useful skills in the future.

Second, learning materials. IRE learning materials, as the second component in this case, are also noteworthy. IRE, as a subject in 21st-century education, needs to integrate a little material about the use of technology. As we all know, this is inseparable from the rapid development of technology today so students need to be prepared so as not to be left behind in the future (Frache et al., 2018). In addition, the most important thing in this case is that the learning materials taught must be relevant and should actually occur in life. This is certainly a note because, in some cases, IRE learning materials still use fairy tales or myths. In the context of 21st-century education, the learning process must be based on existing problems that actually occur in the community. In addition, IRE materials should also contain integration of sustainable development goals (SDGs) content. The integration of SDGs content in the IRE curriculum is important to ensure that IRE plays a role in achieving the global agenda. Thus, it can be seen that IRE materials in the context of 21st-century education need to get more attention.

Third, learning methods or strategies. The IRE learning strategy used should allow active participation of students. IRE learning implemented in the 21st century should be student-centered, collaborative, cooperative, interesting for students, well-planned or prepared rather than just flowing, considering the cultural context, and should emphasize problem-solving (Kolb & Kolb, 2005). A number of learning models that become alternatives and should be applied in IRE learning in the 21st century include experiential learning, reflective learning, flipped classroom, problem-based learning, project-based learning, and inquiry. These learning models are effective because they are not only able to improve learning outcomes and academic achievement but also able to deliver students 21st-century skills.

Fourth, learning evaluation. Evaluation of IRE learning in the 21st century needs to be implemented properly. The learning evaluation process should be adjusted based on the learning strategy used (Dasopang, 2017). In addition, the evaluation of IRE learning in the 21st century should not only focus on knowledge. IRE learning in this century should also be able to measure the skills and expertise of students. This is because the learning carried out in this century is directed toward the achievement of a number of 21st-century skills (Harits et al., 2019).

## CONCLUSION

The 21st century brings considerable changes in various aspects of life including education. The main characteristic of this century is the rapid advancement of technology. These technological advances affect the way we learn, teach and interact in education. 21st-century learning emphasizes the achievement of critical thinking, collaboration, communication and creativity skills (4Cs), as well as information literacy, technology and life skills. In terms of pedagogical skills, it has shifted from traditional teacher-centered pedagogy to constructivist, learner-centered pedagogy. This pedagogical shift allows learners to actively build knowledge and skills through experience and technology. Learning strategies or methods that can be used in 21st-century learning include flipped classroom, experiential learning, problem-based learning, reflective learning, project-based learning, and inquiry learning. In the learning process, the teacher has an important role not as the only source of material but as a facilitator who creates an effective learning environment. In the context of IRE learning, the relevance of 21st-century learning is applied through technology integration, emphasis on the achievement of 21st-century skills, the use of appropriate strategies, and a maximum evaluation process in accordance with the learning model used.

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