Challenges in Implementing 21st Century PDPC Methods for Islamic Education Subjects in Schools

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Abstract
21st Century Learning (PAK21) in teaching and facilitation (PdPc) represents a new change in the world of education as it is seen to meet the current educational needs. In addition to bringing new changes in education, PAK21 is said to be a student-centered teaching and learning process with teachers as facilitators. Among the elements that need to be implemented by teachers in PAK21 is the element of creativity. This concept paper discusses the creative practices of Islamic Education teachers in PAK21. This concept paper uses literature review through readings from previous studies. This concept paper also explains the concept of creativity elements, the practice of the 21st-century teacher's methods in teaching and learning, and the challenges faced by Islamic Education teachers in applying creativity elements. This concept paper is one of the efforts to improve the quality of teaching in the PdPc process. This concept paper is also produced to provide space and opportunities for future research to conduct more in-depth studies focused on the scope of the study as stated by the researcher. However, there are several elements from the input and process aspects that need to be improved to enhance the effectiveness of the implementation of Islamic Education teaching and learning in schools according to the researcher's study area.
Keywords: Pak-21, Islamic Education Teachers, Teaching Practices, Challenges

Overview
In the age of globalization, 21st Century Learning (PAK21) is a suitable strategy to create generations of capable and skilled workers. Six student aspirations are listed in the Malaysia Education Development Plan (PPPM 2013–2025). The effectiveness of the classroom learning process serves as the basis for measuring this accomplishment. (Ainun and others, 2017). PdP, or teaching and learning, is regarded as a crucial procedure for addressing students' changing requirements. In 2019, Mashira et al. As a result, the classroom serves as a platform for instructors to implement this policy using a range of techniques. According to Mahamod (2011), instructors must be familiar with the PAK21 technique in order for the educational system to propel the nation to become a developed nation. Teachers are also

considered to have certain competencies to develop students' skills, talents, potential, and knowledge in various forms. (Noraini, 2010). Therefore, the role of teachers in implementing PAK21 teaching has become a current demand in building a generation that is ready to face global challenges in the future. The effectiveness of PAK21-based teaching and learning depends on the skills and readiness of teachers in shaping teaching patterns in accordance with the national education policy. Rafferty et al (2013), and Anghalechea (2012), state that readiness is an important factor in facing change to determine the success of the renewal. Although teachers face time constraints to complete the syllabus and are burdened with other tasks (Norazlin, 2019). However, readiness in the context of knowledge, skills, and attitude is an essential element for carrying out a task efficiently.

However, as noted by Jaggil (2018), reorganizing instructional strategies and strengthening the necessity of skill integration in teaching and learning are also components of instructors' preparedness. As a result, according to the American National Education Association (2015), students should have the 4Cs (communication, collaboration, critical thinking, and creativity) in order to keep up with modern developments in technology and the global economy. The 4C talents are essential for today's generation to compete abroad. Erdogan (2019) argues that in order to inculcate civic and competitiveness values through instruction and learning, teachers must integrate all of these abilities into every subject. One of the components of PAK21 is the use of KBAT-based instruction. It can be used in all levels of instruction, namely the induction stage, the development of lesson content, and the conclusion. The questioning method is a teaching and learning method that can stimulate students' thinking abilities through various approaches such as targeted questioning, random questioning, or assessment-based questioning. (Brookhart & Susan, 2007; Muhammad Sofwan & Roslinda; 2015). Teachers are seen as playing a role in posing higher-order thinking questions by using interrogative words such as how, why, and asking students to make comparisons. PAK21 is also a best practice in pedagogy and teaching that applies various strategies, techniques, approaches, and resources to ensure that teaching and learning are evenly integrated among teachers, students, and materials (Yunos, 2015).

Therefore, it is clearly that practice is a factor that must be considered seriously in order to guarantee that PAK21 may be applied in the frame of Islamic education. In addition to the range of approaches and learning strategies employed, PAK21 requires consideration of the effectiveness in order for the teaching and learning process to develop a comprehensive conceptual knowledge that can be applied to a variety of contexts. The application of PAK21 in PdP is successful in establishing a more balanced learning environment in the context of intellectual, emotional, spiritual, and physical growth, according to the study by Umi Kalthom and Ahmad (2014). The pupils can then use the skills they learned in everyday activities. In the meanwhile, the study by Yahya and DK. Suzanawaty (2014) conducted in one of the schools in Zone Brunei 11A on the implementation of PAK21 in teaching and learning through pamphlet writing has shown effectiveness with an increase in the rate of students mastering writing skills. Therefore, the effectiveness of teaching and learning (PdP) depends on how teachers adapt their methods and teaching strategies based on the diverse abilities of the students. The selection of skills that align with the learning objectives must also be in harmony with the existing environment at that time. The current situation clearly shows that the Covid-19 pandemic has changed the landscape of the country's education system by implementing Teaching and Learning from Home. (PDPR). Teachers need to be more creative

and proactive in utilizing technology to ensure the effectiveness of teaching and learning in the classroom. The following writing will discuss the research theory, the policies related to the study, and also the importance of the research being conducted.

Student Development

The term "student development" refers to the features of students' academic performance, extracurricular involvement, and character development that help a school to provide high-quality instruction. The term "student becoming" was originally created by Dato' Abd Rahim Tahir, a former Chief of the Malaysian Inspectorate and Director of Education in Terengganu. Despite the existence of voices and faces who view it with skepticism, the phrase "student becoming" is frequently used with complete comprehension in his works, lectures, and big orations. "Student development" was elevated as one of the objectives in the Malaysian Education Quality Standard when he was appointed Chief of the Inspectorate, and it has remained formally adopted until this day. Just "the becoming of students" is the "outcome" or the form of individuals we want to produce from our educational efforts, whether it happens perfectly, somewhat perfectly, or not at all. The ideal form of the person we desire has been perfectly outlined and written in the National Education Philosophy. (FPK).

"Pendidikan di Malaysia adalah satu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berakhlak mulia, bertanggungjawab, berketrampilan dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara."

'Education in Malaysia is a continuous effort towards further developing the potential of individuals comprehensively and integratively to create balanced and harmonious individuals intellectually, spiritually, emotionally, and physically. This effort aims to produce knowledgeable, virtuous, responsible, skilled, and capable Malaysian citizens who can achieve personal well-being and contribute to the harmony and prosperity of families, communities, and the nation'.

The preparation of the Malaysia Development Plan 2013-2025, which emphasizes the aspect of student development through student aspirations by providing six main student characteristics, is an effort to further solidify and empower the meaning of student development in the FPK. Six desired characteristics of students include:
1. Students who have knowledge
2. Students who have thinking skills
3. Students who have leadership skills
4. Students who have bilingual skills
5. Students who possess spiritual ethics
6. Students who have a national identity

Therefore, in every teaching and lesson delivered by the teacher in the classroom, it will determine the students' development themselves. The creativity of teachers in capturing students' attention is very important to become one of the processes of student development.

Islamic Education Teaching Practices
Teachers play a very significant role in the process of educating a student. The main core of a teacher's success lies in how they determine, structure, and convey knowledge to students in the teaching and learning process within the classroom. This means that the success of a teaching process depends on the teaching style practiced by the teacher. Every approach implemented by the teacher has its own impact, both among the teacher and the students. In the subject of Islamic Education, several fields are outlined, namely the fields of ethics, worship, hadith, Jawi, and the Quran. Therefore, Islamic Education teachers play a crucial role in the implementation of the 21st-century teaching methods in Islamic Education subjects to produce positive and cheerful student outcomes. In line with the practices introduced by the Ministry of Education Malaysia, Dr. Fadhlina Sidek mentioned 'Smart and Cheerful Children'. Education is one of the important tools for building a nation and shaping first-class human capital towards achieving developed nation status by the year 2020. The government's aspiration to empower human capital is clearly demonstrated in the National Education Philosophy (NEP), where the ideas stated in the NEP aim to shape individuals with holistic potential, knowledge, skills, noble character, responsibility, and the ability to achieve personal well-being. The NEP also serves as the foundation for the development of the Islamic Education Philosophy (IEP) to strengthen an individual's attitude, skills, personality, and worldview based on the Quran and Sunnah. The IEP emphasizes the development of human capital that is not only responsible towards religion but also towards fellow humans and the environment.

To achieve the goals of FPK and FPI, teachers, especially Islamic Education teachers (GPI), are required to play a role as catalysts for change towards the formation of a civilized society (Zakaria, Noranizah & Abdul Fatah, 2012), especially in the post-modern era. (Maimun Aqsha, Sabariah & Mohd Sham, 2016). The continuity of the role of GPI in the context of society can be implemented through non-formal Islamic education (PI) where GPI can contribute to community activities, such as delivering lectures in mosques or suraus, opening Quran and fardhu ain study classes in the evenings and on weekends, and submitting written works to magazines (Kamarul Azmi Jasmi 2010) based on the teachers' areas of expertise. (Abdullah & Ainon, 2006).

Theory in Writing
The cognitive approach views learning activities not merely as mechanical stimuli or responses, but more than that, learning activities also involve mental activities within the individual who is learning. This learning theory refers to the discourse of cognitive psychology, which is based on cognitive activities in learning. These theorists strive to scientifically analyze the mental processes and the structure of memory or cognition in the learning process. Cognition is defined as the activity of knowing, acquiring knowledge, organizing, and using it. Cognitive psychology views humans as beings who are always actively seeking and selecting information to be processed. Thus, the main focus of cognitive psychology is the effort to understand the processes by which individuals search for, select, organize, and store information. Cognitive learning occurs based on schemata or the individual's mental structures that organize the results of their observations. The individual's mental structure develops according to the stages of cognitive development. The higher the level of cognitive development of a person, the greater their ability and skill in processing various information or knowledge received from the environment.

Knowledge comes from action, cognitive development largely depends on how far a child actively manipulates and actively interacts with their environment. In this case, the role of the teacher is as a facilitator and the book as a provider of information. Cognitive development is largely determined by the manipulation and active interaction of the child with the environment; knowledge comes from action. Physical experiences and environmental manipulation are important for developmental changes. Meanwhile, social interactions with peers, especially arguing and discussing, can help clarify thoughts to become more logical.

Rajah 1- kerangka pembelajaran Pak-21
 (Sumber : www.moe.gov.my)

All educators share the same passion and determination, which is to nurture successful and competitive students in the 21st-century life. The Ministry of Education Malaysia has taken the initiative by conducting a pilot test of the 21st Century Learning initiative in 2014 and its implementation at the national level in 2015. (Buletin Anjakan Bil.4 2015). What was considered the best education 50 years ago, emphasizing the "3Rs" (Reading, Writing, and Arithmetic), is no longer sufficient in the 21st century, which is full of challenges and high technology. (PPPM 2013-2025, Bab 4).

If today's students want to compete in this global society, they must become proficient communicators, creators, critical thinkers, and skilled collaborators, known as the 4Cs. The classroom is the nucleus of change in the field of education. To enable 21st-century students to compete in the global world, they need to be equipped with collaborative skills, communication, critical thinking, and creativity. (Roekel, 2017). The 21st Century Learning Framework developed by the Partnership for 21st Century (Partnership for 21st Century Skills, 2011) since 2002 is considered too complex because it contains 18 focused skills. (Roekel, 2017). Therefore, the American National Education Association, together with several major educational organizations in the United States (US), has formulated those 18 skills into the 4C framework. (Roekel, 2017). The 4C framework consists of collaborative skills, communication, critical thinking, and creativity. To remain competitive, the human capital produced must not only be capable of performing tasks that have never been done before but also cannot be replaced or replicated by computers (Gasser, 2011). Therefore, the 4C skills play a crucial role in nurturing competitive human capital. The 4C elements in 21st Century Education mean communication, collaboration, critical thinking, and creativity (kreativiti).

Communication (Komunikasi) means students communicate in the classroom Figure 1 – PAK-21 Learning Framework Journal of Educational Management and Leadership|33(1) 2020 45 using materials such as presentations, the use of materials like mahjong paper, PowerPoint, diagrams, and other activities to convey the knowledge they understand from learning and

share knowledge with their peers. Collaboration (Kolaboratif) means students collaborate during the learning process through group or pair activities, aimed at exchanging ideas and perspectives. Critical Thinking (Kemahiran Kritis) means students identify problems in different ways and solve them. The correct questioning technique can also be used. Creativity (Kreativiti) means that the teacher's approach in teaching and learning (PdPc) should incorporate elements of creativity in activities, be creative with materials, be creative with questions, and be able to inspire students to be creative in their thinking.

PAK-21 is a 21st-century learning process centered on students. Teaching and Learning (PdPc) is conducted in a planned and controlled manner, taking into account the 4C elements. Students are actively involved during the learning process, with the teacher taking on the role of a guide. The teacher acts as a planner, controller, guide, motivator, and evaluator (Refer to SKPMG2 Standard 4 Learning and Facilitation) to develop students' potential comprehensively and achieve optimal student performance continuously.

Issues and Challenges
Issues and Challenges Related to Teachers
1) Teacher Readiness

There are three related articles discussing GPI readiness. Mohd Hamzah and Attan (2007) state that the meaning of readiness refers to willingness and readiness. The readiness of GPI in the context of this study refers to three aspects, namely literacy (knowledge), skills, and attitudes as outlined in Thorndike's theory. Readiness refers to the mental and physical preparation of GPI in teaching the PI subject, which becomes GPI's self-efficacy in carrying out the PdP process. GPI skills refer to the pedagogical skills used by GPI during teaching and learning in the classroom.

According to Noraini & Musliha (2018), the readiness of Islamic Education teacher trainees in applying KBAT elements creatively and innovatively can stimulate students' enthusiasm and interest in the teaching and learning process. This is supported by the opinion of Mohd Kosmin & Md Saleh (2006) who state that GPI with high cognitive readiness can see several aspects of an idea even if it is abstract. In line with Wan Ismail et al. (2016), the readiness of GPI in terms of knowledge, skills, and attitude ensures effectiveness in the teaching and learning process. On another note, Maimun et al. (2017) state that teachers' readiness to adopt information and communication technology (ICT) in the subject of PI needs to be improved, even though the topics of worship, creed, history, recitation, and figures require teachers to refer to primary sources, namely textbooks, rather than using technology and multimedia such as the internet. This is because every change that occurs in terms of educational culture, educational mission, and teaching aids technology requires teachers to be sensitive and act towards change in order to remain relevant. (Hassan & Mohd Aris, 2009).

2) Practice

The practice of articles related to the theme of PAK21 practices among GPI yielded a search result of seven articles. This shows the theme of practice in this study that has been most researched under the title PAK21 among GPI. The practice in this study refers to the level of GPI's proficiency in implementing PAK21 skills in teaching and learning. The study (Nursafra, 2018; Mohd Syaubari, 2017; Ahmad Khairuddin et. al, 2018) used qualitative methods to examine critical questioning strategies in the subject of PI. In the same study, the

researchers stated that the arrangement of questioning strategies in terms of question levels, the timing of question posing, how questions are presented, and the target audience for the questions need to be taken into account 109 Attarbawiy: Malaysian Online Journal of Education Vol. 4, No.2 (2020), 103-113| eISSN: 2600-7622 to stimulate students' critical thinking, focus, and emotions. The questioning method is also one of the easy methods to elicit critical ideas from students.

Furthermore, the 4C skills (collaborative, critical thinking, creative, and communication) are among the skills studied among GPI. (Mohd Zailani, 2017 & Raja Abdullah, 2018). The study, which employs qualitative and mixed methods, shows that the mastery of 4C skills among GPI is still at a moderate level due to lack of exposure, critical thinking training, work burden, and less conducive classrooms. This finding is consistent with the findings of Masyirah et al. (2019), which found that 59.52% of GPI are unsure whether they know, understand, or can implement HOTS due to challenges such as a dense syllabus, time constraints, leadership transitions, and some GPI still maintaining traditional teaching methods. PAK21 skills also take into account technology as an important element to be mastered by teachers before being delivered to students for them to learn and master. The use of technology needs to be nurtured in line with the times and must be mastered by teachers and students. However, the study by Azhar and Nurul Huda (2016) found that the level of application of technology and information (ICT) among Islamic Education trainee teachers is still at a low level. Therefore, exposure to methods of searching for information and materials in the virtual realm needs to be taught at an early stage. This is because students can utilize technology and available facilities to expand their knowledge instead of being limited to just entertainment tools. (Yusmarwati, 2015).

Issues and Challenges Related to Students
Family and Environmental Factors
Ahmad and Zainol Madon (2003) state that motivation is a process of arousing, directing, and maintaining behavior towards a specific goal, which previously had no movement towards that goal. Psychology experts believe that the motivation to learn exists within an individual due to two main factors, namely intrinsic factors and extrinsic factors (Ma'rof Redzuan & Haslinda Abdullah, 2003).

Intrinsic factors, such as a person's desire, ambition, and drive to learn, as well as the aspirations they wish to achieve, are internal factors. Meanwhile, extrinsic factors are external factors such as rewards, a conducive learning environment, and engaging learning activities (Kelman & Straker, 2000). Therefore, learning motivation can be summarized as the intrinsic and extrinsic drives for students to make behavioral changes, and this plays a significant role in an individual's learning process. (Uno, 2006).

Student Motivation
Students' achievements at school are closely related to their level of motivation. There are many factors that influence the level of motivation and achievement of students. Among them are the expectations of significant people around him, such as parents, peers, and teachers. Studies have shown that all parents from all backgrounds are concerned and have high expectations and hopes for their children's learning. (Azizi Yahaya 2003). Meanwhile, teachers enhance learning motivation with appropriate teaching styles, which is important

for improving students' academic achievements. (Zakaria, 2007). Chambers argues that students should use their learning styles as their strength in academics. This is because methods that align with learning characteristics will make students at all levels more motivated and subsequently improve academic achievement. If it is stated that when methods, resources, and programs are matched with the characteristics of students' learning styles, then academic achievement and student attitudes will improve. On the contrary, if there is a lack of learning motivation in teaching and learning, then academic achievement and attitudes will also decline.

Previous research approaches have shown that learning motivation is a variable related to academic achievement. This shows that learning motivation is strongly related to students' academic performance. Academic achievement studies are closely linked to an individual's motivation or desire to do something to achieve their goals. Motivation means the drive or need that leads to an action. Motivation also involves a process that provides power and direction that drives a person's behavior. Additionally, motivation is closely related to the desire to achieve excellence in every effort made. If a student is driven to study diligently to achieve excellent results, then that student is a motivated student. This finding shows that motivation is an important factor in efforts to improve students' academic performance.

Achievement motivation is the most important need among the three types of motivational needs that influence student commitment and academic achievement. Therefore, to improve students' academic performance, they need to be constantly motivated to maintain their motivation levels at a consistently high level. Good and organized study methods, along with high motivation, are part of the factors related to high academic performance. (Farawahida, 2011). A positive attitude, self-confidence, and a high level of commitment to studies can lead to high academic achievement.

According to Hashim's study (2012), students who achieve good academic performance are those who engage in active learning both inside and outside the classroom, while students with low academic performance are those who practice passive learning. Researchers believe that those who practice active learning are those with a high level of motivation, while those who practice passive learning are those with a low level of motivation or no motivation at all.

Conclusion
The concept of integration, which serves as the foundation for the implementation of teaching and learning in schools, has opened various branches of knowledge and skills that need to be mastered by Primary School Islamic Education Teachers. In addition, Islamic Education needs to keep pace with the improvement of other core subjects in schools in terms of creativity, innovation, and thinking skills. Islamic Education teachers play a role in achieving this mission. Therefore, the implementation of EMK is important for students to continue being interested in studying Islamic Education because it aligns with the learning styles of the current globalization era. Overall, PI teachers are still stuck in the old paradigm in all components, particularly their reliance on traditional materials such as textbooks and blackboards, practicing teacher-centered teaching methods, lacking competence in constructing Higher Order Thinking Skills (HOTS) questions and in implementing School-Based

Assessment (PBS), a curriculum that is burdensome due to too many topics and the lack of topic relevance to PAK-21, as well as frequent changes in educational policies that cause student mastery issues.

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