

Challenges and Strategies for Implementing 21st-century Learning Hindu Religious Education and Ethics at UPT SD Negeri 5 Amparita

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Abstract

Information and communication technology use in learning is a demand for the development and progress of today's increasingly modern era. Education in Indonesia must continue to improve and adjust to the rapid development of globalization. Teachers, as agents of renewal and spearheads in realizing national education goals, must continue to develop all their abilities and competencies in designing and implementing exciting learning for students. Teachers in Indonesia today must continue to try their best to create creative, innovative, and competitive students. For this reason, a strategy for implementing 21st-century learning is needed, and it is expected to be able to explore and improve the 4C skills of students. This study aims to provide an overview of the challenges and appropriate strategies used in applying 21st-century learning to Hindu religious education and ethics subjects at UPT SD Negeri 5 Amparita. This qualitative research uses data collection techniques that involve conducting in-depth observations and interviews. The results showed that (1) there are challenges in the application of 21st-century learning both internally and externally, and (2) to overcome these challenges, the right strategy is needed in efforts to implement 21st-century learning at UPT SD Negeri 5 Amparita. 21st-century learning is very important to be applied at UPT SD Negeri 5 Amparita because, in addition to being a demand from developments in the era of globalization, it is also because it is in line with the vision and mission of the school in creating students who are communicative, creative and innovative, think critically, and can work together.

Keywords: 21st-century Learning; Hindu Education and Ethics; Skill 4C

Introduction

The use of information and communication technology in all aspects of human life today is the main characteristic of the development of the 21st-century world. One of the influences of these developments and advances occurs in the world of education in Indonesia, so the education implemented should be able to adjust to these developments. Information and communication technology use in learning is a demand for the development and progress of today's increasingly modern era. Education in Indonesia must continue to improve and adjust to the rapid development of globalization. Improving education must be carried out from various aspects ranging from curriculum, government policies, educators and education staff, educational facilities and infrastructure, and roles, as well as from all stakeholders and observers of education. 21st-century education must be designed and implemented to realize the ideals of the nation as stipulated in Law No. 20 of 2003 concerning the National Education System; education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

The National Education Standards Agency states that the purpose of 21st-century education is to realize the ideals of the nation, namely a prosperous and happy Indonesian society, with an honorable and equal position with other nations in the global world, through the formation of a society consisting of quality human resources. These namely individuals are independent, willing and able to realize the ideals of their nation (BSNP, 2010). To realize this goal, teachers are the main actors who have a central role in applying 21st-century learning. Teachers, as agents of renewal and spearheads in realizing national education goals, must continue to develop all their abilities and competencies in designing and implementing creative, innovative, interesting, and fun learning for students. Learning activities carried out by teachers must be able to explore and improve the skills expected in 21st-century learning.

Panuntun (2018) reveals that skills in 21st-century learning are known as 4 C skills, consisting of (1) collaboration, (2) critical thinking, (3) communication, and (4) creativity. These four components are 21st-century learning skills that are expected to be optimally possessed by students through various learning experiences they go through. In various learning sequences, learning steps must be able to develop and optimize these four skills implicitly in the learning series and explicitly in achieving targeted learning competencies. Thus, learning in context can develop 21st-century learning competencies while in content can achieve learning competency targets formulated in learning objectives. The application of 21st-century learning at all levels of education aims to awaken and develop the skills of students in every learning process they go through. However, 21st-century learning that has been echoed so far has not been optimally developed and applied by each educational unit, especially in learning Hindu religious education and ethics. This can be seen in the learning process that is carried out using old patterns. Learning is still teacher-centered, the learning models used are less varied, and there is very minimal utilization of learning media that can support the achievement of meaningful learning for students. For this reason, Hindu education teachers in the current era of globalization must continue to strive to develop all their potential, especially skills related to the use of technology and media in the learning process, to support the optimal application of 21st-century learning.

Several literature are considered relevant to this research, so they are used as study material to clarify this research. Wijaya et al. (2016), in research entitled Transformation of 21st-century education as a demand for human resource development in the global era, revealed that 21st-century competence is the main competence that students must have in order to be able to take part in real-life in the 21st-century. In the life of the 21st-century, it is challenging to create education that can contribute to producing thinker resources who can contribute to building a knowledge-aware social and economic order that befits a global citizen in the 21st-century. Research found that the 21st-century capabilities needed in the business world and the industrial world are (1) skills and learning to innovate, (2) life and career, and (3) technology and information media skills. The research contribution of Wijaya et al. (2016), along with research conducted by researchers, is a reference for discussing 21st-century skills as a skill or skill that must be owned by students as a result of every learning process.

Adnyana et al. (2019), in research entitled implications of 21st-century skills on the Hindu education process, revealed that today's technological developments have entered the global level and cover everything Fields, including the field of education. To face future challenges, Human Resources (HR) must be improved, so that compulsory education becomes a top priority. In relation to Hindu education, teachers, as educators, must be able to develop 21st-century skills as variants in the implementation of the independent curriculum so that students can realize it when involved in the community.

The implications of 21st-century skills in learning Hindu education actually expect Hindu students as the next generation of Hindus in the future, able to think critically to break down irrelevant dogmas (Putri, 2021). The research contribution of Adnyana et al. (2019), along with the research conducted by researchers, is a supporting reference, as well as theoretical and practical references in the development of the implementation of 21st-century learning, especially in learning Hindu religious education and Ethics. However, what distinguishes this research from previous studies is that this research principally prioritizes the strategy of implementing 21st-century learning as part of the application of differentiated learning as mandated by the Merdeka Curriculum. In addition, this research was also conducted after the COVID-19 pandemic hit the entire world, while previous studies were mostly carried out before the COVID-19 pandemic happened.

The COVID-19 pandemic, which has hit the world in general and Indonesia in particular, has had a tremendous impact on the world of education. One of the impacts felt in education in Indonesia, especially at UPT SD Negeri 5 Amparita after the COVID-19 pandemic, is the decline in students' interest in learning. This is due to the shift in the learning process experienced by students from face-to-face learning to online learning with various methods and techniques of implementation. As a result, online learning at home is less than optimal. Plus, the use of Android phones by students who are less controlled causes students to play more games and social media, making students pay less attention to their lessons at home. This is the main contributing factor to the decrease in interest and motivation to learn experienced by students at UPT SD Negeri 5 Amparita. This is also very much felt in the learning process of Hindu religious education and Ethics students go through. In addition to the problem of decreased interest and motivation to learn, the moral degradation experienced by students due to the COVID-19 pandemic is also the biggest problem that must be addressed in the learning process of Hindu religious education and Ethics.

Through religious learning in schools, efforts are made to grow and develop attitudes that occur throughout the learning process, habituation, example, and culture to develop students' character further. The school environment should be a pleasant garden for the development of knowledge, skills, and attitudes of students who place knowledge and skills as a behavior. In accordance with Government Regulation Number 55 of 2007 concerning religious education and religious education in Article 2 Paragraph 1, it is stated that religious education functions to form Indonesian people who believe and are devout to God Almighty, have a noble character, and are able to maintain peace and harmony in inter and inter-religious relations. Furthermore, Article 2, paragraph 2 reads that religious education aims to develop students' ability to understand, internalize, and practice religious values that harmonize their mastery of science, technology, and art.

To restore students' interest and motivation to learn that has decreased, as well as the behavior patterns of students who have experienced degradation due to COVID-19, efforts are made to apply the 21st-century learning process in the subjects of Hindu religious education and ethics. Adnyana et al. (2019) revealed that the skills of the 21st-century in the process of Hindu education actually expect Hindu students to be the next generation of Hindus in the future, capable of thinking critically to break down irrelevant dogmas. 21st-century skills also emphasizes improving social and spiritual attitudes that allow Hindu students to realize that they care for others and the environment and have strong *sraddha* and devotion. In addition, 21st-century skills also expects Hindu students to have the ability and readiness for online-based work to be able to compete at the global level. Thus, Hindu students, as the next generation of young people, will be able to face the challenges of the times with strong human resources and have a mentality of great spirituality.

Thus, it is very clear that 21st-century skills are essential for Hindu students at all levels of education. Hindu religious education teachers in every school should spearhead providing various life skills to Hindu students through the 21st-century learning process. However, it is also realized that in the application of 21st-century learning in the subjects of Hindu religious education and ethics at UPT SD Negeri 5, Amparita encountered many challenges and problems. For this reason, various appropriate strategies are needed in an effort to apply 21st-century learning in the learning process of Hindu religious education and ethics at UPT SD Negeri 5 Amparita. However, the role of Hindu teachers cannot be carried out optimally without the support of various components that exist in the 21st-century learning process of Hindu religious education and ethics, such as competent teachers, supporting facilities and infrastructure, the use of interesting learning media, a pleasant learning atmosphere, and other supporting components.

The importance of 21st-century learning is a must to be applied, developed, and optimized, especially in the learning process of Hindu religious education and ethics, so that learning becomes more interesting and fun and successful in realizing the goals of Hindu education and ethics, namely the realization of *inزان* or students who are *sradhha bhakti to Ida Sang Hyang Widhi Wasa*, characterize and have the ability to think critically and can solve problems, can communicate well, are creative and able to work together and take advantage of IT. For this reason, research will be conducted on Challenges and Strategies for the Application of 21st-century learning in Hindu religious education at UPT SD Negeri 5 Amparita. This research is important to be published to contribute thoughts or knowledge about the importance of applying 21st-century learning in Hindu religious education subjects, the constraints that become a challenge in the application of 21st-century learning, as well as strategies that can be applied in the implementation of 21st-century learning Hindu religious education and ethics.

Method

The type of research used in this study is descriptive qualitative research, meaning that research data is analyzed qualitatively and presented in narrative form. Qualitative research methods are used to obtain and analyze data in depth. The location of the study was conducted at UPT SD Negeri 5 Amparita, Sidrap Regency. The type of data chosen in this study is qualitative data in the form of words, sentences, or expressions and actions of educators and students related to the problem under study in relation to this study. Data were obtained from informants through in-depth direct interviews, observations, document analysis, and reading literacy such as books, articles, or research works—previous scientific relevance to this study. The collected field data will be described qualitatively and then analyzed by following the rules of data organization, interpretation, and categorization. Informants are determined using *purposive sampling* techniques, namely by selecting informants by considering knowledge of the problem under study, which is considered representative of the entire subject research. This study's main instrument is the researcher, who uses tools such as interview guidelines. Since this type of research is qualitative research, then.

Results and Discussion

1. Tanhands faced challenges in applying 21st-century Learning in Hindu Religious Education and Ethics at UPT SD Negeri 5 Amparita.

The Merdeka Curriculum is a breakthrough in curriculum change launched by the Ministry of Education, Culture, Research, and Technology. The Merdeka Curriculum is a development of implementing the Emergency Curriculum as a tentative solution due to various learning problems that arose during the Covid 19 pandemic. The policy was

enacted to ease the burden of education problems in Indonesia, which had to adapt to the COVID-19 pandemic, which caused students to experience lagging behind and even difficulty following the learning process. In general, the Merdeka Curriculum was raised to continue developing the quality of education in Indonesia to be more advanced and better in accordance with the demands of the times. The Merdeka Curriculum is very flexible in developing and optimizing the talents of educators and students. This is very clearly seen from the independent side of educators in determining the models and methods used in designing, implementing, and evaluating the learning carried out, as well as students' independence in choosing and determining the subjects of interest.

One form of implementing the Independent Curriculum is through the application of differentiated learning by educators. Differentiated learning is not new in Indonesia's education world; educators may often apply it in the learning process. It is just that contextually, they do not realize this because they do not understand the essence and nature of differentiated learning itself, which has accommodated the various learning needs of students. Differentiated learning is an effort that must be made by teachers to adjust to the learning process in the classroom in order to meet the individual learning needs of each student. Through differentiated learning, educators must be able to help students learn according to their own needs and learning styles because each student has different characteristics and potential. In the application of differentiated learning, Maple teachers can implement learning models characteristic of 21st-century learning by using technology and media in their respective learning. However, in implementing 21st-century learning, Hindu education at UPT SD Negeri 5 Amparita experienced the following challenges or obstacles:

a. Constraints of Hindu Religious Education Teachers.

The teacher is an actor who plans, implements, and evaluates learning in order to achieve the learning objectives that have been set. Teachers are the first and foremost factor determining the successful application of 21st-century learning in teaching and learning. Teachers must always improve their competence in various fields, especially using technology and designing 21st-century learning media. For this reason, it takes awareness and willingness in teachers to get out of their comfort zone by continuing to adapt to all changes that occur in the world of education. The rapid development of the era in the current era of globalization forces teachers to continue learning, be adaptive to change and development, and be creative and innovative to become professional personnel as mandated in Law Number 20 of 2003 concerning the National Education System.

The results of the document study and observation of the number of Hindu education teachers at UPT SD Negeri 5 Amparita are only 1 (one) person who has the status of a Civil Servant. The number of Hindu religious education teachers is still less when compared to the number of groups learning at each level, which is parallel to the number of majority Hindu students. Hence, it requires 2 (two) teachers in Hindu religious education. This is one factor that becomes an obstacle in the application of 21st-century learning because the number of rombels that exist is not comparable to the available Hindu religious education teachers.

Regarding the shortage of Hindu education teachers at UPT SD Negeri 5 Amparita, Zainal, as the principal, revealed that One of the inhibiting factors to the effectiveness of learning Hindu religious education and ethics at UPT SD Negeri 5 Amparita is the shortage of Hindu education teachers themselves. Even the learning process of Hindu religious education and ethics in some classes or rombel is only filled by honorary educators whose educational background is not from a linear major. Various efforts have been made to meet the needs of Hindu religious education teachers. However,

in general, the Hindu religious education teacher staff in Sidrap District is still limited, so the average Hindu religious education teacher in Sidrap District teaches more than one school. According to him, 21st-century learning of Hindu religious education and ethics will not be effective or even be carried out if the educators who teach Hindu religious education subjects are not experts (Interview, February 24, 2023).

In addition to the constraints on the number of teachers, the competence of Hindu religious education teachers is also a challenge in the application of 21st-century learning. The understanding of the concept of 21st-century learning is still minimal, and the ability to use IT in learning, which is very low, is an obstacle to the optimal application of 21st-century Hindu religious education learning. In an interview with a Hindu education teacher at UPT SD Negeri 5 Amparita, Mastuang Tori revealed that 21st-century Learning in its implementation actually experiences obstacles, namely the low understanding of the concept of 21st-century Learning As a whole due to the lack of workshops or training related to 21st-century learning that can be followed, even if there is training the implementation is also less than optimal due to limited training time which causes teachers to have to learn self-taught through various sources or online media (Interview, February 24 2023).

Based on the above, it is very clear that one of the challenges or obstacles experienced in the application of 21st-century learning at UPT SD Negeri 5 Amparita is the obstacle of the Hindu Education teacher himself. In addition to the shortage of qualified educators specifically for Hindu education, the competence possessed by Hindu education teachers is also an inhibiting factor in the optimal application of 21st-century learning. For this reason, local and central governments should strive for the fulfillment of equitable and sufficient educators in all education units. Existing Hindu education teachers must also always strive to improve their competencies through various ways such as attending trainings, being active in KKG or MGMP forums, being active in learning communities inside and outside their schools, diligently discussing and sharing with peers, independent learning, and other efforts that can support the improvement and development of a teacher's pedagogic competence.

b. Constraints of Learners.

According to the general provisions in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, in Article 1 paragraph (4), students are members of the community who strive to develop their potential through the learning process available at specific paths, levels, and types of education. According to Sudarwan Danim (2010), students are the main and most important source of information in the formal education process. Students can learn without teachers, otherwise teachers cannot teach without students. Therefore, the teaching and learning process will not be possible without interaction between educators and students. In this case, Hindu students are the targets in implementing 21st-century Hindu religious education and ethics learning at UPT SMP Negeri 5 Amparita, starting from grade I to grade VI.

The constraints of students in the implementation of 21st-century Hindu education are mentioned in an interview with Mastuang Tori, a Hindu teacher who said that the students' problems in the implementation of learning are sometimes technological devices owned by students, especially cell phones, have not been fully utilized for 21st-century learning, Hindu education and ethic in relation to the use of IT Online-based, if not properly supervised, students are more likely to use cellphones to play games and social media than to be used for learning. In addition, there are still limited students who can be facilitated with HP devices by their parents (Interview, February 2 2023).

c. Facilities and Infrastructure Constraints

Facilities and infrastructure in education are two different terms based on their respective functions. Educational means facilitating the delivery of teaching materials, in the sense of all kinds of equipment educators and students use to facilitate the delivery and receipt of learning materials. At the same time, educational infrastructure facilitates the implementation of education in the sense of all kinds of equipment, equipment, and objects used by educators and students to facilitate implementation education. The 21st-century learning process in educational units will run smoothly and optimally if supported by adequate facilities and infrastructure. About the 21st-century learning research on Hindu religious education and ethics at UPT SD Negeri 5 Amparita, Zainal, as the principal, admitted that there are obstacles in terms of facilities and infrastructure owned by schools in the application of 21st-century learning with the results of interviews: in relation to current learning constraints, support in terms of facilities has not been fully adequate, such as the number of computers or laptops that are still limited and exist some of them are no longer functioning optimally, LCD Projectors are not enough for all classes, and also learning media still need to be done and increase the number. In terms of infrastructure, the unavailability of a special room for ICT learning is also an obstacle to the application of 21st-century learning (Interview, February 2 2023).

Based on the results of the interview with Tahir a class V teacher who also sometimes doubles as a Hindu religious education teacher in class V revealed that the internet network in schools already exists, but it is not optimal because the network is very weak when in classrooms, especially classes that are far from the wifi center. Optimal efforts are made to provide additional access to a stronger internet network so that it can be easier to access various online learning resources and the provision of Hindu learning media such as pictures or videos related to the material taught to support various 21st-century learning Hindu religious education and ethics (Interview, February 25 2023).

Based on the two informants mentioned above, it is clear that there are obstacles to 21st-century learning of Hindu religious education and ethics in terms of facilities and infrastructure. This is also supported by the observation that supporting facilities such as computers, laptops, and LCD projectors are still minimal in number; learning media supporting 21st-century Hindu education learning does not look like pictures or other tools. There are also special areas for kindergarten learning that do not exist, as well as internet network access that is still weak and needs to be improved. This condition is an obstacle in terms of facilities and infrastructure for learning 21st-century Hindu Religious education and ethics at UPT SD Negeri 5 Amparita. In support of environmental factors or atmosphere in the learning process, in this case, learning facilities and infrastructure also determine the success of the learning process; when the support of facilities and infrastructure is limited or less certain, the implementation or process and results are less than optimal. For this reason, efforts are needed from schools and the government to provide complete educational facilities and infrastructure to support the implementation of more optimal and maximum 21st-century learning.

d. Parental Support Constraints

Support from parents is very important in the child's education process. A child's success in the teaching and learning process cannot only be charged to the school, which in this case, to the teacher alone, but parents must play an active role in supporting their child's learning process. Support from parents can be primarily in the form of moral and material support, assistance, and motivation. Parents are the first and main teachers for a child to get an education, while teachers and schools provide further education for students. Parents and teachers at school must establish good communication and cooperation in the learning process experienced by children.

In line with the above emphasized by Arifin (Umar, 2015), parents play the most role in determining children's learning achievement from all external factors. Parents are the first and foremost figure in children's education. Even though the child has been entrusted to school, parents still play a role in the child's learning achievement. Arifin said three roles of parents play a role in children's learning achievement: (1) providing the best opportunity for children to find interests, talents, and other skills and encourage children to ask for guidance and advice from teachers. (2) Provide important and relevant information in accordance with children's talents and interests. (3) Provide learning facilities or facilities and help with learning difficulties.

In this regard, support from parents is one of the obstacles in implementing 21st-century Hindu religious education and ethics learning at UPT SD Negeri 5 Amparita. As stated by Mastuang Tori in an interview as a Hindu religious education teacher who claimed, How many students in the implementation of learning in the classroom complain that when at home do not get assistance from parents due to busy parents, or also some parents do not understand how to do learning assistance at home because of the educational background of parents who did not finish elementary school, so that there is a tendency for students to be lazy to study and seem to lack enthusiasm following learning (Interview, February 25 2023).

The above statement was also confirmed by the student's parent, Sumarni Latief, in an interview, revealed that, indeed, so far, time feels very lacking for children, especially in accompanying learning moments at home due to busy work that is quite dense plus many family events (Interview, February 26 2023). While interviewing other parents, Rusdianto said that when learning at home, I could not guide and accompany children because I did not understand what the children were learning because education dropped out in the second grade of elementary school. Sometimes, I ask to be accompanied by my brother, who is already in high school, even if I am not busy helping with his mother's work or there is no school assignment to complete (Interview, February 25, 2023).

Based on statements from several informants, it appears that there are obstacles to the implementation of 21st-century Hindu religious education and ethics learning from the parents' side, namely the lack of assistance to children caused by the busyness of parents at work and the lack of knowledge and skills possessed by parents in accompanying their children to study, especially at home. This is further exacerbated by the condition of some parents who have assumed that when registering their children to attend school in the school environment, they automatically have fully handed over the responsibility of education to the school, even though they must realize there are things which are missing from the side of obligations as parents. For this reason, parents should establish intense collaboration, communication, and cooperation with the school in an effort to provide good and quality education for their children.

2. 21st-century Learning Optimization Strategy for Hindu Education and Ethics at UPT SD Negeri 5 Amparita

Hendrik (2024) revealed that learning strategies that can facilitate students in achieving 21st-century skills must meet criteria including providing learning opportunities and activities varied; use the use of technology to achieve learning objectives, project or problem-based learning, cross-curricular connections, focus on inquiry and investigation conducted by students; collaborative learning environment; high-level visualization and using visual media to improve understanding; use formative assessments including self-assessment. Based on the results of data analysis, the strategy of implementing 21st-century teaching on Hindu religious education and ethics at UPT

SD Negeri 5 Amparita has been carried out by (a) Training and training for Hindu religious education teachers; (b) The learning is differentiated with the 4 C approach; (c) Standardized assessment of HOTS (High Order Thinking Skill) and based online; (d) Develop innovation model learning; and (e) Through activities extracurricular. A more detailed and detailed presentation will be explained as follows:

a. Coaching and Training for Hindu Religious Education Teachers

One of the efforts to develop the knowledge and skills teachers possess is through coaching and training activities to improve teacher competence. Through various coaching and training activities, teachers are expected to gain a competitive advantage so that they can provide the best service, both inside and outside the classroom. In other words, they can work more productively and are able to improve the quality of their performance, especially in carrying out the teaching and learning process. UPT SD Negeri 5 Amparita always provides full support to teachers to develop themselves by sending their teachers, including Hindu religious education teachers, to participate in coaching and training activities that can support the application of 21st-century learning both by professional organizations and local governments.

Based on the results of an interview with Mastuang Tori, a Hindu religious education teacher said that the implementation of the workshop for making learning media and preparing IT-based assessments for Hindu education teachers carried out by the Hindu Religious KKG of Sidrap Regency a few months ago was very assisting Hindu teachers specifically in facilitating their tasks in the classroom, especially in implementing 21st-century learning on Hindu religious education and ethics. In line with this, hasil interview with Tahir said that the benefits of workshop activities that have been followed are very helpful for Hindu teachers, especially in the use of online-based media, and have been utilized in the implementation of Hindu learning, especially in making learning media, and assessments (Interview, February 2 2023).

Based on the results of the interview above, it is very clear that the workshop or training activities that have been attended are very helpful for teachers in planning and implementing 21st-century learning through the use of IT-based learning media and the implementation of assessment of learning outcomes using technological sophistication online. The coaching and training activities that have been attended by teachers have very positive benefits both for students and for the teachers themselves. The positive benefits that can be felt by students include positively affecting the improvement of the quality of the learning process, increasing student interest and motivation, improving student skills in the use of IT in the learning process and implementing assessments, and being able to improve the learning outcomes achieved by students. The benefits for teachers are felt in terms of increasing the ability and competence of teachers in making and using IT-based learning media and skills using various devices and applications that can support IT-based 21st-century learning.

b. Application of Differentiated Learning with the 4 C's Approach

Differentiated teaching furniture is an implementation of the independent learning program by implementing a learning process that can accommodate all the needs and ways of learning from students by giving flexibility to students to increase their potential in accordance with the student's learning readiness, interests, and learning profile. Differentiated learning, in addition to focusing on products or out of learning, also focuses on the learning process and the content/material to be taught by the teacher. Before implementing differentiated learning, teachers first conduct initial diagnostics by mapping student learning needs in three aspects, namely learning readiness, teaching bell interests, and student learning profiles which can be done through observation, interviews, or surveys using questionnaires. Supporting the implementation of optimal

differentiated learning takes teachers' ability in classroom management, having extensive knowledge and mastery of the material, and no less important is the teacher's IT ability to create interesting learning content for students.

Differentiated learning applied by teachers with the support of the use of IT-based learning media is strongly believed to be able to improve students' 4 C skills, which include (1) collaboration, (2) critical thinking, (3) communication, and (4) creativity. These four components are minimum standards for 21st-century learning skills that students are expected to possess optimally. The 4 C's skills of students can continue to be developed starting from the stage of preparing the content or material to be taught, the learning process experienced, and the product or output of learning, which can be in the form of projects or student learning outcomes. The application of a differentiated learning model with a 21st-century learning approach in the subjects of Hindu religious education and ethics is very beneficial in improving students' 4 C skills in building cooperation with their friends, learning to think critically in solving problems, communicating well, and in terms of creativity in the learning process.

In an interview with Mastuang Tori, a Hindu education teacher said: The implementation of Hindu education and ethical learning based on an independent curriculum is practiced by designing and implementing differentiated learning based on 21st-century learning, as an effort to improve students' 4C approach skills. The learning planning stage starts with preparing differentiated lesson plans, content or teaching materials, and IT-based learning media by including the 4C approach to Hindu religious education and ethics. Furthermore, the implementation stage seeks to apply differentiated learning optimally in accordance with what has been planned in the RPP (Interview, February 2 2023).

Through a document study of the Hindu education RPP at UPT SD Negeri 5 Amparita, it has been implied in the planning of the application of differentiated learning with the student's 4 C skills approach. In addition, based on observations of the learning process carried out by Hindu religious education teachers, the application of differentiated learning related to the process and content has been found by utilizing IT in the learning process. The students also seemed more enthusiastic and enthusiastic in following the teaching and learning process because of the use of interesting learning content and media. Based on this, the application of IT-based differentiated learning in the subjects of Hindu religious education and ethics at UPT SD Negeri 5 Amparita is very helpful in improving the 4 C skills of students, especially students who are Hindu.

c. Hots (High Order Thinking Skills) Standardized Assessment and Online-Based

One of the efforts to realize 21st-century learning skills in critical aspects of thinking and creativity in the use of IT is necessary to develop and conduct an assessment with HOTS standards (high-order thinking skill) by using an Online-based computer, laptop, or Android mobile device. Fanani (2018) revealed Higher Order Thinking Skill (HOTS), or the ability to think higher order, is a thinking process that requires students to manipulate existing information and ideas in a way that gives them new understanding and implications, which can then also connect them and/or rearrange and develop the information so that a goal or achievement is achieved. A solution to an intractable situation.

The learning process must be assessed using an authentic assessment approach that assesses students' readiness, the process, and learning outcomes as a whole. The integration of the assessment of the three components will describe the capacity, style, and acquisition of student learning that can produce instructional impacts on aspects of knowledge and impact accompaniment on the attitude aspect. Authentic assessment results are used by teachers to plan learning improvement programs, enrichment, or

counseling services. In addition, authentic assessment results are used as material to improve the learning process in accordance with educational assessment standards. Evaluation of the learning process is carried out during the learning process and the end of the lesson unit in the form of oral and written tests. However, at the practical stage, teachers are more likely to use written assessment techniques by providing question instruments in the form of multiple choice, filling, or descriptions to measure the extent of the achievement of learning outcomes from students.

Based on the results of an interview with Mastuang Tori, the main Hindu teacher at UPT SD Negeri 5 Amparita, revealed that Assessment of learning outcomes of Hindu education and ethics at UPT SD Negeri 5 Amparita, both in PH (daily assessment) (PTS) middle assessment semester and PAS (Final Semester Assessment) is carried out in the form of questions that lead to the HOTS (High Order Thinking Skills) standard, which is developed online by utilizing google form. The same thing was also expressed by Tahir, an assistant teacher of Hindu religious education, who stated that the assessment of PH, PTS, and PAS so far has been carried out by giving questions marked HOTS using a Google form. This aims to train and improve critical things in students, increase students' creativity and skills in familiarizing them with the use of IT in the assessment process, and train students to learn anywhere and anytime (Interview, February 28 2023).

Based on the results of interviews with the two informants mentioned above, it is clear that the implementation of learning Hindu and Ethics education at UPT SD Negeri 5 Amparita has been carried out with standardized assessments HOTS is based online. The strategy of implementing 21st-century learning in Hindu religious education and ethics is carried out with standardized assessments; HOTS is also online-based, which leads to the formation of 21st-century skills in the form of critical things that accustom students to be trained to have high-level ideas and thoughts. Also, the implementation is carried out using an online-based Android phone with the hope that students can access it anytime and anywhere in order to realize IT skills as a skill in 21st-century learning.

d. Development of Learning Models and Media

With regard to the orientation of 21st-century learning, learning in the context of an independent curriculum as the core activity of the educational process plays an important role in shaping the quality of students. Therefore, a paradigm shift and the development of innovations in learning models and media are needed. Teachers bear a moral responsibility, especially with regard to ushering the education of the nation's generation to the gate of enlightenment to escape the shackles of ignorance. The task of teachers is to be professional in the learning process; through competent teachers' professionalism, they must be able to realize innovative and creative learning steps so that the process of teaching and learning can be meaningful and transfer knowledge and transfer of value can be easily conveyed.

In connection with the above, in relation to the strategy of optimizing 21st-century learning of Hindu religious education and ethics at UPT SD Negeri 5 Amparita, innovation in model and media development has been carried out. Several learning models of Hindu religious education and ethics have been developed at the stage of developing learning models, including 1) model contextual learning, 2) problem-based learning model, 3) project-based learning model, and 4) model cooperative learning. Meanwhile, at the level of learning media development, learning media has been used in the form of visual, audio, and audio-visual media. With the development of learning models and media that have been carried out by Hindu religious education teachers, it is expected to be able to facilitate Hindu students to find their learning meaning by relating the context of daily life, learning to solve problems faced, being able to work together and collaborate, and being creative in producing work in learning.

The results of an interview with Mastuang Tori, said that the selection of models and the use of media in the learning process of Hindu religious education and ethics must be carried out appropriately and effectively, which is adjusted to the material to be taught. Through applying the right learning model and using interesting learning media, 21st-century learning can increase student learning motivation and enliven a more interactive learning atmosphere to improve students' 4 C skills. In line with this, Tahir, in the interview, revealed that the use of varied learning models supported by interesting learning media, such as presentations using PPT or Canva using learning videos, can increase interest, motivation, and achievement of student learning outcomes. For example, the application of the cooperative learning model can increase student achievement while improving social relations skills, fostering tolerance, and respecting the opinions of others. In addition, it can also realize the needs of students in learning to think critically and creatively, solve problems, and integrate experiences (Interview, March 1, 2023).

Thus, implementing 21st-century learning in Hindu religious education and ethics at UPT SD Negeri 5 Amparita has been carried out by applying various learning models supported by the use of learning media. It is very clear that it can facilitate the formation of 21st-century skills for students in the form of 4C skills and foster competence in life skills that are needed for life skills today and in the future. Through the learning process of Hindu religious education and ethics that applies various 21st-century learning models and media, it is expected to be able to form capable and skilled Hindu students in various fields that can be used to face the rapid development of globalization and increasingly competitive life competition.

e. Extracurricular Activities

Based on Permendikbud No. 62 of 2014, concerning Extra-Curricular Activities for Primary and Secondary Education, states that extracurricular activities are curricular activities carried out by students outside of hours of Intra-curricular learning and co-curricular activities under the guidance and supervision of educational units. Extracurricular activities can discover and develop the potential of students, as well as provide great social benefits in developing communication skills and working together with others. In addition, extracurricular activities can facilitate different students' talents, interests, and creativity. Extracurricular activities carried out consist of compulsory extracurricular activities and selected extracurricular activities (Juhaidi, 2024). Compulsory extracurricular activities are extracurricular activities that must be held by educational units and must be followed by all students. Elective extracurricular activities are developed and organized by educational units according to the talents and interests of students. Optional extracurricular activities can take the form of talent training and interest training exercises.

The results of the discourse with Zainal as the principal revealed that at UPT SD Negeri 5 Amparita, mandatory extracurricular activities were held, namely Scouting plus several optional extracurriculars such as PMR, Art, Drum Band, and *Yoga*. The extracurricular activities are implemented outside class hours in the afternoon for two hours, from 15.30 to 17.30. Especially in an effort to facilitate Hindu students in applying the values of their religious teachings for the formation of 21st-century skills and competencies, the school holds *yoga* extracurricular activities, which are held every Saturday afternoon (Interview, March 2, 2023).

Based on the results of observations and document studies, it is very clear that several extracurricular activities were found at UPT SD Negeri 5 Amparita, one of them being *yoga*. Based on the results of an interview with Tahir, an assistant teacher of Hindu religious education and an extracurricular coach of *yoga* explained that many students

take part in *yoga* extracurricular activities, especially female students and implementation. The activity is carried out every Saturday, at 15 o'clock. 30-17. 30. *Yoga* itself is one of the Hindu philosophies that was originally popularized by Maharshi Patanjali thousands of years ago, and *yoga* activities were carried out and developed at UPT SD Negeri 5 Amparita aims to train physical, mental and spiritual strength for students, also in it can realize 21st-century skills for students (Interview, March 2 2023).

If done with a simple analysis, the implementation of *yoga* extracurricular activities directly can facilitate the formation of 21st-century skills, such as critical thinking through meditation or silence, as well as Train students to focus and concentrate more. The creativity aspect can be realized through various *yoga* movements called *asanas*. At the same time, collaboration and communication can be formed because the practice activities are carried out in groups or involve many students as participants. Through *yoga* activities, one can grow life skills and competence to become a flexible person who is always innovative, able to adapt, and has responsibility and leadership (Novitasari, 2022). Nowadays, *yoga* is very popular because it has many benefits for human life, especially in health and reproduction. Thus, it is very clear that the *yoga* extracurricular activities carried out and developed at UPT SD Negeri 5 Amparita are one form of learning application strategy 21st-century Hindu religious education and ethics that can facilitate students to form 21st-century skills, both in life skill competency and in learning and innovation competencies, namely the 4Cs as mentioned have been mentioned above.

Conclusion

In an effort to implement 21st-century learning, Hindu religious education and ethics at UPT SD Negeri 5 Amparita experienced several obstacles and challenges or obstacles. Based on the results of interviews, observations, and document studies that have been carried out, several obstacles or challenges were found in the application of 21st-century Hindu education learning, such as (1) teacher constraints related to the lack of Hindu religious education teachers and the need to improve teacher competence, (2) obstacles from students who behave defiantly because they still tend to use IT devices such as Android phones to play online games rather than being used for learning, (3) infrastructure constraints such as the lack of computer and laptop devices that can be used in IT learning and the absence of a special ICT room, (4) parental constraints in the form of lack of time from parents to accompany their children in learning, especially at home. In the midst of various obstacles faced, it takes effort and hard work from schools in general and from Hindu religious education teachers, in particular, to optimize the application of 21st-century learning Hindu religious education and ethics at UPT SD Negeri 5 Amparita. Based on the results of interviews, observations, and document studies that have been carried out, several efforts were found made by Hindu religious education teachers, especially in the application of 21st-century Hindu religious education and ethics learning, namely: (1) participating in Hindu religious education teacher coaching and training activities, (2) applying differentiated learning with a 4 C skill approach, (3) designing and implementing HOTS (High Order Thinking Skill) standard assessments online-based, (4) develop appropriate and interesting learning models and media, and (5) carry out *yoga* extracurricular activities outside of class hours. The application of 21st-century learning in the subjects of Hindu religious education and ethics is expected to be able to improve the skills and skills of the 4 C's of Hindu students to be more competitive in facing the competition of life in the era of globalization.

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