

IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM IN 21ST CENTURY LEARNING

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ABSTRACT

This research aims to find out what 21st-century learning competencies are. 21st-century learning competencies are oriented toward thinking literacy, work skills, life skills, and the ability to master tools for work. This research uses a qualitative approach, describing and elaborating on 21st century educational competencies. The data collection technique used in this research is library research. The research results show that implementing the Independent Learning Curriculum (KMB) in 21st-century learning is one solution to improve school learning quality. Implementing KMB allows teachers to facilitate a more interactive, fun, and practical student learning process. Apart from that, KMB can also help students to learn independently, collaborate with others, and develop critical and creative thinking skills. However, to implement KMB well, teachers must pay attention to several things, such as providing varied and exciting learning resources, a comfortable and conducive learning space, and a transparent and fair evaluation system.

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1. INTRODUCTION

Eternal 21st education is education expected to create superior people who focus on efforts to produce an advanced generation that can follow the flow of technology and information. This impacts the formation of a competitive, innovative, and competitive life order, so developing the quality of human resources becomes necessary. Increasing human resources needs to be oriented towards efforts to build critical awareness about life, which needs to be based on cultural values (particular and universal). Efforts to meet the needs for knowledge-based education, economic development, empowerment and knowledge-based social development, and development of knowledge-based industry (Mukhadis, 2013). Due to rapid economic and social changes, schools must prepare students for jobs that have yet to be created, technologies that have yet to be discovered, and unknown problems that may arise (Wijaya et al., 2016).

21st century learning enables technology-based learning, which is now developing rapidly. These technological developments encourage various developments and innovations that follow the challenges of the times, including assessment. Previously, conventional assessments still used paper, but modern assessments now utilize technology. 21st-century learning has its characteristics and uniqueness, whereas learning in educational institutions must focus on 21st-century skills (Rosnaeni, 2021). According to Abidin (2018), to achieve the goal of improving the quality of superior and competent human resources, four main competencies must be possessed:

1. Thinking literacy is essential in 21st-century education, intending to develop graduates who can solve problems, think metacognitively, and think creatively.
2. Work skills include communication and collaboration skills.
3. Life skills include a solid civic spirit, mature religious character, and quality social character.
4. The ability to master tools for work, including mastery of information and communication technology.

In order to improve human resources, these four competencies need to be driven by efforts to build critical awareness in life, which must be based on cultural values, both specific and universal. Freire's opinion, as quoted in Nuryani, Abidin, & Herlambang (2019), states that "every era is characterized by the complexity of problems, ideas, concepts, hopes and challenges in dialectical interactions to formulate solutions."

To achieve the characteristics of 21st-century learning, current learning must be based on these four skills. Therefore, teachers must design learning designs appropriate to the skills needed in 21st-century learning. It is essential to develop learning models appropriate to 21st-century learning to provide a good learning experience for students. The 21st-century learning model includes a variety of approaches designed to meet students' needs in facing modern-day challenges. Some learning models that are often used include Project Based Learning (Pjbl), Problem Based Learning, Skills Based Learning. These models must also increase student involvement in the learning process (Handayani & Wulandari, 2021). In this era, learning is no longer teacher-centered but rather student-centered, as is manifested in the independent learning curriculum. Therefore, teachers must optimize the application of learning patterns in the classroom while improving teaching skills and expertise in line with the demands of the 21st century.

The new policy implemented by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI), "Freedom to Learn," involves new steps in the curriculum approach. According to Nadiem, the approach to the curriculum related to "Freedom of Learning" must start by providing updates to educators before applying it to students. Nadiem also emphasized that teacher competence, regardless of the level, must be directly connected to the curriculum and not be ignored in the translation process from basic competence. These steps are necessary for learning to occur.

In substance, the concept of "Freedom to Learn" does not yet provide clear direction regarding the education goals in Indonesia. However, this concept carries the view that students are expected to be able to make a positive contribution to improving their economy through free learning. Once again, education in our country has yet to have a specific goal but instead consists of several aspects that cannot fully overcome social problems in Indonesia. This is due to educational preparation which must face various social problems that exist in society. This article questions 21st-century learning competencies and implementing the "Freedom to Learn" curriculum.

2. METHOD

This research adopts a qualitative approach which aims to describe and explain 21st century educational competencies in the Independent Learning Curriculum (KMB). The data collection technique used in this research is literature study, where researchers collect related materials from books, scientific journals, literature and other relevant publications as data sources for research. The data collected is then described and explained through various opinions from relevant experts (Sugiyono, 2016).

3. RESULT & DISCUSSION

1. 21st Century Learning Competencies

21st Century Learning Competencies are a collection of skills considered essential for students to prepare them for success in the changing world of the 21st century. These include skills such as the ability to think critically, effective communication, collaboration, the ability to manage information, and the ability to learn independently. The world demands the education system to prepare students for 21st-century competencies so they can face more complex challenges now and in the future. What is meant by 21st Century Competency is knowledge, skills and other attributes that can help students to achieve their full potential (Mu'Minah & Aripin, 2019).

21st Century Learning Competencies are a collection of skills considered essential for students to prepare them for success in the ever-changing world of the 21st century. These include thinking critically, communicating, cooperating, managing information, and learning independently (Kim et al., 2019). 21st Century Learning Competencies are the skills students need to become influential members of the changing society of the 21st century. These include the ability to think critically, communicate effectively, collaborate with others, and learn independently ("21st Century Skills: Learning for Life in Our Times," 2010)

21st Century Learning Competencies are skills considered essential for students to prepare them for success in the ever-changing world of the 21st century. These include thinking critically, communicating, cooperating, managing information, and learning independently (Syaripudin, 2019). Over time, this leads to

changes in competencies that have developed throughout history, such as Collaboration and Communication. The ability to collaborate is needed in the 21st century to move forward (Rosnaeni, 2021); as explained by (Priyanti, 2019), apart from collaborating face-to-face with peers, there are also wider groups that have yet to be met. Therefore, it is necessary to consider collaboration and communication as 21st-century skills because having better interpersonal cooperation skills is essential than in previous eras.

According to Abidin (2018), the main reason why students in the education system focus more on 21st-century skills is the ability to keep up with changing times, which often include: (1) changes in the workforce from a manufacturing industrial model to a technology-based industry, which is related to global economic growth and requires skills adapted to dynamic and unpredictable economic and social developments; (2) new insights to optimize learning, including the use of technological innovation to deepen and change learning, (3) changes in student expectations, which require an education system that is more complex with technology and more relevant to their daily lives.

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Key competencies can be identified based on their contribution to educational achievement, relationships, and work, and can be applied to all individuals (Nanzhao, 2004). The most prominent competencies in the 21st century era can be found in the international environment, which has been proven to provide measurable benefits in terms of critical thinking, communication, collaboration, as well as creativity and innovation in various aspects of life.

One of the largest research projects to date is Assessment and Teaching of 21st Century Skills (ATC21S). Collaboration between universities, government and three large technology companies on this project aims to equip students with the skills necessary to be successful in the 21st century world of work (ATC21S, 2013). The initial goal of the ATC21S project was to develop a clear operational definition of 21st century skills. The researcher first conducted a review of recent literature in this area, analyzing definitions developed and used by eleven major organizations, such as the Partnership for 21st Century Skills in the United States (2013) and the Lisbon Council of the European Union (2007). Based on its research, ATC21S concluded that 21st century skills can be grouped into four main categories: (1) ways of thinking, (2) ways of working, (3) tools, and (4) global life skills (Ankiewicz, 2016).

From another perspective, many 21st century skills, such as creativity, problem solving, decision making, communication, collaboration, citizenship, and personal and social responsibility, are closely related to emotional intelligence (EI). EI includes behaviors and self-perceptions that influence a person's ability to recognize, process, and use information that has emotional content (Kaliská, 2015). EI is a conceptual aspect of personality that is flexible and continues to develop in the 20s, and is not related to nonverbal reasoning skills (Suto, 2013). 21st century skills that include:

1. Creativity and innovation Creativity is an important element in developing the soft skills needed to compete in the world of work and create economic growth. The 2012 PISA study (OECD, 2014b) found a relationship between high academic achievement and problem-solving abilities and creativity. Creativity is often associated with the exploration of new ideas, concepts, or products that meet world needs. Innovation involves applying new ideas to make useful contributions in a particular field. Creativity also includes the concept of "social and economic entrepreneurship and leadership for action" (Fullan, 2013).
2. Critical thinking, problem solving, and decision-making Critical thinking in the 21st century includes the ability to plan and manage projects, solve problems, and make effective decisions using a variety of tools and resources (Evans, 2020). This reflects the challenges of experience in designing relevant and authentic learning. Critical thinking directs students to collect, process, interpret, rationalize, and analyze various and often conflicting information to make timely decisions and act (C21, 2012). Digital tools and resources can support critical thinking, especially when used to create authentic and meaningful learning experiences that enable students to discover, create, and use new knowledge (Fullan, 2013).
3. Metacognition (learning to learn) Metacognition is an understanding of how oneself thinks (Evans, 2020; Flavell, 1976; Fullan, 2013). Metacognition involves knowing about one's knowledge, processes,

- cognitive abilities, and affective states. It involves the conscious and deliberate ability to monitor and regulate one's knowledge, processes, and cognitive and affective states.
4. **Communication** Communication in the context of the 21st century not only includes the ability to communicate effectively orally, in writing and through digital tools, but also the ability to listen (Fullan, 2013). Some frameworks integrate information and digital literacy into communication concepts. Other frameworks such as P21 (2011) have different information, media, and technology competencies. In some countries, information, and communication technology (ICT) skills and literacy are part of the core curriculum.
 5. **Collaboration** Collaboration in the 21st century context involves the ability to work in groups, learn from and participate in the learning process, use social networking skills, and show empathy when working with diverse others (Fullan, 2013). Collaboration also requires students to develop collective intelligence, namely becoming content producers and consumers. New skills and knowledge are needed to enable team members to collaborate digitally and contribute to a collective knowledge base, both remotely and in shared spaces. Collaboration as collective or shared intelligence arises from the cooperation and competition of many individuals with the aim of expanding existing knowledge (DiCerbo, 2014; Rosnaeni, 2021).
 6. **Information Literacy** Information literacy requires students to go beyond using the information provided and invest in building information, identifying, and developing ideas to promote information and information resources.

2. Implementation of the Independent Learning Curriculum

Implementation of the Independent Learning Curriculum, which is linked to 21st-century learning, will have an impact on students so that students have competencies including Critical Thinking Competence, Creativity and Innovation, Effective Communication Competence, Collaboration Ability, ability to use Digital Literacy, Independent Learning Ability, and competency Adaptability and Flexibility.

According to the book "The New Education: How to Revolutionize the University to Prepare Students for a World in Flux" by Cathy N. Davidson and David Theo Goldberg, KMB is an essential approach in preparing students to be able to face the challenges of the modern era. The book states that: "The independent learning curriculum (KMB) is an approach that emphasizes students' freedom to choose and develop their own interests. KMB emphasizes direct experience and learning through self-discovery, as well as providing opportunities for students to develop their abilities. skills necessary for future success." (Davidson & Goldberg, 2018) With this approach, students can determine what they want to learn and how best to learn it according to their needs and interests. Apart from that, KMB also emphasizes direct experience and learning through self-discovery so students can learn more effectively and enjoyably.

KMB also provides opportunities for students to develop the skills needed for success in the future, such as critical, creative, and collaborative thinking skills. Thus, KMB is an essential approach in preparing students to be able to face challenges in the modern era. Apart from that, KMB is also considered capable of increasing student motivation and participation in learning. According to a study conducted by Smith and MacGregor (2017), students with the KMB approach tend to be more involved and motivated than those with the traditional curriculum approach. This happens because students feel more involved in the learning process and can choose topics that suit their interests.

Implementation of the independent learning curriculum (KMB) can be done by giving students the freedom to choose and develop their interests, as well as providing opportunities for students to develop the abilities needed for success in the future. The KMB approach is a process that emphasizes students' freedom to choose and develop their interests, as well as providing opportunities for students to develop the abilities needed for success in the future." (Davidson & Goldberg, 2018) The implementation of KMB must be carried out with attention to students' needs and interests, as well as providing opportunities for students to develop the abilities needed for success in the future (Coleman & Money, 2020). To implement KMB effectively, a system is needed that allows students to choose and develop their interests and provides opportunities for students to develop the abilities needed for success in the future (Luke et al., 2021).

Implementation of KMB must be carried out by paying attention to student's needs and interests and providing opportunities for students to develop the abilities needed for success in the future. Apart from that, teachers must also provide support and guidance to students so that they can develop their interests and abilities optimally. (Agustini, Wahyuni, Mertayasa, Wedhanti, & Sukrawarpala, 2021). The implementation of KMB must be carried out using a flexible approach so that students can learn according to their own needs and interests. Apart from that, teachers must also facilitate the learning process by providing support and guidance to students so that they can develop their interests and abilities optimally" (Johnson et al., 2014).

Implementation of the independent learning curriculum (KMB) in 21st-century learning can be done by giving students the freedom to choose and develop their interests and providing opportunities for students to develop the abilities needed for success in the future. The following are several ways that can be implemented in implementing KMB in 21st-century learning:

1. Give students the freedom to choose topics that suit their interests. In this case, the teacher can provide several topics that students can study or propose ideas that students can develop. Apart from that, teachers can also provide opportunities for students to develop topics that suit their interests.
2. Provide opportunities for students to develop the skills needed for success in the future, such as critical, creative, and collaborative thinking skills. In this case, teachers can provide challenging assignments and invite students to think critically and creatively. Teachers can also invite students to work collaboratively with their classmates to complete these assignments.
3. Provide support and guidance to students so that they can develop their interests and abilities optimally. In this case, teachers can provide advice and direction to students to develop their interests and abilities. Apart from that, teachers can also provide constructive feedback for students in completing the assignments given.
4. Use a flexible approach that suits students' needs and interests. Teachers can adjust the learning methods to suit students' needs and interests in this case.
5. Facilitate the learning process using various available learning media and technology. In this case, teachers can use learning media such as books, videos, or the internet as learning resources for students. Teachers can also use learning technology such as learning applications, educational games, or simulations to facilitate the learning process.
6. Apply 21st-century learning principles, such as problem-based, structured, and collaborative learning. In this case, teachers can focus learning on solving real problems students face or use structured learning methods that help students understand the material better. Teachers can also invite students to work collaboratively with their classmates to complete the tasks given.
7. Provide varied and exciting learning resources for students, such as books, videos, and others. In this case, the teacher can provide several learning resources students can study, such as textbooks, reference books, journals, or video tutorials. Apart from that, teachers can also provide access to the internet as a learning resource that is rich in information and updated.
8. Provide a comfortable and conducive learning space for students, such as spacious classrooms, complete learning facilities, etc. In this case, teachers can pay attention to factors such as illumination, ventilation, and classroom temperature to make students comfortable studying. Teachers can also provide learning facilities such as computers, projectors, and others so that students can learn more interactively and have fun.
9. Provide sufficient time for students to develop their interests and abilities. In this case, teachers can provide sufficient time for students to complete the tasks given and opportunities for students to practice and develop their abilities.
10. Provide a transparent and fair evaluation system for students so that students can find out the progress they have achieved and correct existing deficiencies. In this case, teachers can develop a clear and measurable evaluation system, as well as provide constructive feedback for students in evaluating their learning achievements.

Apart from these actions, in implementing KMB in 21st-century learning, teachers can also do the following things, citing (Brookhart, 2012):

1. Invite students to participate in the learning process actively. In this case, the teacher can invite students to ask questions, discuss with their classmates, or express their opinions.
2. Facilitate students to learn independently. Teachers can allow students to study independently by providing sufficient learning resources and appropriate guidance.
3. Develop students' searching, processing, and presenting information skills. In this case, teachers can provide tasks that challenge students to search, process, and present information from various sources.
4. Develop students' abilities to work together with other people. In this case, teachers can invite students to work with their classmates to complete the tasks given, as well as provide appropriate support and guidance so that students can learn how to collaborate effectively.
5. Develop students' abilities in critical and creative thinking. In this case, teachers can provide assignments that challenge students to think critically and creatively and provide constructive feedback for students to develop these thinking abilities.
6. Using innovative and fun learning methods for students. In this case, teachers can use fun learning methods such as game-based, structured, or project-based learning. Teachers can also try using learning

technology such as learning applications, educational games, or simulations to facilitate the learning process. Fun learning methods will help students to be more involved and encouraged to learn. Innovative learning methods can also help students understand the material taught better" (David et al., 2009).

7. Provide access to updated and trusted learning resources. In this case, teachers can provide access to the internet as a learning resource rich in information and updated. Teachers can also pay attention to the learning resources used so that students can learn using reliable information.

Up-to-date and reliable learning sources are essential for students because they will help them obtain accurate and reliable information. Additionally, updated learning resources can also help students learn using the latest and newest information." (Dillenbourg, 1999). Develop students' abilities in using information and communication technology (ICT). In this case, teachers can train students about how to use information and communication technology, such as using the internet, learning applications, or computer software. Teachers can also give assignments that challenge students to use information and communication technology to complete the tasks given.

The ability to use information and communication technology is an essential ability for students in today's digital era. With these abilities, students can utilize information and communication technology to broaden their horizons and develop their potential" (D.W. Johnson, Johnson, & Smith, 2014). Implementing the Merdeka Belajar Curriculum seeks to create a learning environment that supports the development of 21st-century skills, enabling students to become better prepared to face the ever-changing demands of the modern world. This aligns with 21st-century learning objectives, emphasizing students' readiness to face the challenges of a dynamic era.

The relationship between the Merdeka Belajar Curriculum and 21st-century skills, among others, is that KMB emphasizes developing 21st-century skills such as creativity, collaboration, critical thinking, and digital literacy, whereas 21st-century learning also integrates these skills in a more contextual and applicable learning approach. Apart from that, the concept of Independent Learning promotes a learning approach that is more adapted to students' needs, allowing them to control and choose the course of learning and 21st-century learning also emphasizes the importance of paying attention to individual learning styles, accommodating students' needs, and providing space for greater exploration. independent.

4. CONCLUSION

21st-century learning trends involve characteristics relevant to the current era, where information and communication technology advances significantly impact various aspects of life, including the teaching and learning process. This learning prepares the 21st-century generation by using an appropriate approach. Learning material is delivered with appropriate strategies, methods, and models, taking into account the characteristics of the material itself and the students who will receive the material. One solution to improve school learning quality is implementing the Independent Learning Curriculum (KMB) in 21st-century learning. Implementing KMB allows teachers to facilitate a more interactive, fun, and practical student learning process. KMB also helps students learn independently, collaborate, and develop critical and creative thinking skills. However, to successfully implement KMB, teachers need to pay attention to several essential things. First, they must provide diverse and exciting learning resources so students are interested and involved in learning. Second, teachers must create a comfortable and conducive learning space so students can focus and participate actively. Lastly, teachers must provide a transparent and fair evaluation system to measure student progress objectively. By paying attention to these things, 21st-century learning with KMB can be implemented well and provide optimal student benefits.

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