

Example Non Example Learning Model to Improve 21st Century Skills in Students

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Abstract: 21st century skills are skills that must be mastered by everyone in order to respond to the complex challenges of life in the 21st century. The 21st century learning process is carried out by increasing High Order Thinking Skills (HOTS). Higher order thinking skills is the idea of Bloom's Taxonomy which aims to foster basic skills for students which are summarized in the 4Cs: Critical Thinking, Collaborative, Creativity, and Communicative. Example non example is a learning model that uses images as a medium to present subject matter. The example non example learning model is expected to be able to support students to have 21st century skills. Applying Higher Order Thinking Skills by training students' thinking skills through pictures or videos displayed by the teacher. By practicing higher order thinking skills will foster 21st century skills including critical thinking that can be applied when students begin to analyze the images that have been displayed by the teacher. Through groups formed by teachers, students are able to apply collaboratively, students work together to solve problems given by the teacher. Students are able to apply communicative skills by communicating their ideas with their group friends. In this case, students work together, exchange opinions and express ideas through the results of the discussion, from here comes creativity by students.

Keywords: example non example; 21st century skills; HOTS.

Introduction

The 21st century is referred to as the knowledge century, the knowledge-based economy century, the information technology century, globalization, the industrial revolution 4.0, and so on (Redhana 2019). 21st century has very high demands for creating quality human resources; these demands cause changes in the order of human life in 21st century, so that people in this century are expected to have innovative and distinctive skills (Mardhiyah et al. 2021). The educational route will be effective in preparing human resources to master 21st century skills. The 2013 curriculum incorporated 21st century skills into the content, process, and assessment standards. In an increasingly modern era, especially in the 21st century, various innovations are needed by teachers in choosing learning models.

Students must possess 21st century abilities in order to succeed in a world that is getting more and more complex. In the twenty-first century, education is carried out via developing Higher Order Thinking Skills (HOTS). In order to teach students how to think critically about the content they are learning, as well as how to offer answers to issues, the usage or application of HOTS in the classroom is crucial.

The government is trying to equip students with the 2013 curriculum by preparing reliable resources for the industrial era 4.0. and by demanding students have critical thinking, lots of skills, high creativity, and collaboration (Santika 2021). Through the 2013 curriculum, students are expected to have 21st century skills that will enable them to respond to global challenges. The existence of the curriculum certainly requires good cooperation between teachers, students, and all parties involved in the implementation of

education. Teachers, as implementers of education in the classroom, are expected to have innovations in teaching and learning and train students to have 21st century skills.

Making improvements in the learning process at a time when times demand insightful students is one of the ways used to improve education in Indonesia (Munawaroh and Loeis 2016). The teacher uses a particular strategy for delivering material in each lesson. Based on the students' ability, the available resources, and other factors, the instructor chooses the method they will utilize.

In the learning process of the current era, the teacher is no longer the only source of knowledge because knowledge can be obtained from various sources through information technology. So the teacher's role in the learning process is as an instructional manager (Munawaroh and Loeis 2016). In order to improve the knowledge and abilities of the pupils, the instructor must select the best learning model. In order for pupils to feel excited in participating in learning, the teacher should choose a learning model that is not monotonous. If teachers and students engage well, active learning will result. Therefore, it is expected that the teacher's chosen learning model will enable students to meet their learning goals. There are many learning models that can be applied in class, one of which is the example non example learning model.

Example not example is a tactic for teaching concept definition that aims to prepare students by using existing concept definitions and asking them to classify both with existing concepts (Shoimin 2014). Example non example is a learning strategy that employs visuals as a means of subject communication. This tactic tries to help students to develop critical thinking skills by resolving the issues shown in the sample images (Huda 2016). To meet the problems of education in the twenty-first century, an example non-example learning model is anticipated to be able to enhance students' critical thinking abilities.

Materials and Methods

The method used in this article is a literature study. Literature study is a series of activities related to the methods of collecting library data, reading, recording, and processing research materials (Zed 2004). The literature used in this article is drawn from relevant books and journals.

Results and Discussion

21st Century Skills

21st century skills are skills that must be mastered by everyone in order to face challenges, life problems, and careers in the 21st century (Redhana, 2019). As is well known, the 2013 curriculum in its material emphasizes four aspects of assessment, namely knowledge, skills, attitudes, and behavior. In preparing reliable human resources for industrial era 4.0, the government has made great efforts to equip students with the 2013 curriculum, which requires them to have critical thinking, lots of skills, high creativity, and collaboration (Santika, 2021). In order to improve the quality of education in Indonesia, the Ministry of Education and Culture designed a curriculum to respond to the demands of the times, namely by including 21st century learning in the 2013 curriculum.

According to Mulyasa, the updated 2013 curriculum requires teachers to develop learning by integrating four crucial things, namely strengthening character education (PPK), literacy, 21st century skills (4C), and higher order thinking skills (HOTS), which require teacher creativity in developing them (Darise, 2019). In preparing reliable human resources for industrial era 4.0, the government has made great efforts to equip students with the 2013 curriculum, which requires them to have critical thinking, lots of skills, high creativity, and collaboration. The learning process is carried out by strengthening higher order thinking skills (HOTS). This higher-order thinking ability is the brainchild of Bloom's Taxonomy, which aims to develop basic skills for students that are summarized in the 4Cs: creativity, critical

thinking, complex problem solving, collaboration, and communication (Santika, 2021).

Achieving 21st century skills can be done by improving the quality of learning, and the role of educators in implementing 21st century learning is very important to creating a better future for students. In addition, teachers must also have the latest skills and innovations in dealing with 21st century learning (Mardhiyah et al., 2021). To be able to develop learning in the 21st century, there are several things that are important to note, including (Komara, 2018):

1. The main task of the teacher as a lesson planner
The teacher's primary responsibility as a facilitator and class manager is to load the lesson plan (RPP). The RPP must be good and detailed, and it must be able to explain all processes that will occur in class, including the assessment process and targets to be achieved.
2. Second, enter higher order thinking elements.
In this context, the teacher must be able to provide tasks that are applicable, analytical, evaluative, and creative. This will encourage students to think critically and read the information they collect before completing assignments from the teacher.
3. Third, the application of various learning approaches and models.
Several learning approaches and models, such as project based learning, inquiry based learning, jigsaw learning models, and flipped classrooms, can be applied by teachers to enrich students' learning experiences.
4. Fourth, technology integration
Schools must be able to integrate technology into the teaching and learning process so both students and teachers have easy access to technology.

The 2013 curriculum in the Indonesian national education system in the 21st century will give birth to reliable and superior individuals as a reflection of the 4 C's, namely (Santika 2021):

1. The first C is critical thinking skills that must be possessed by the nation's next

generation through education. Armed with this ability, students can easily parse and destroy new problems that have never been encountered before.

2. The second C is creativity, which is obtained through learning at school. Learning must really be able to direct students to be creative, with the main capital being the courage to always innovate or create new things of quality.
3. The third C is reliable communication skills that students must have and master as a normative guide to convey or express ideas, thoughts, and opinions clearly and correctly through various channels, for example by utilizing media in this digital era.
4. The fourth C is the skill of working together (collaboration) as a manifestation of human nature, which is a social being (zoonpoliticon). As beings who cannot live alone, the ability of students to collaborate with others in achieving shared dreams is very much needed.

Example Non Example Learning Model

Example non example is a tactic that can be used to teach concept definition. This strategy aims to prepare students by using existing concept definitions and asking them to classify both using existing concepts (Shoimin, 2014). A learning model that uses images as a medium to convey subject matter is an example non example. This strategy aims to encourage students to learn to think critically by solving various problems contained in the sample images presented (Huda, 2016). Using relevant images in the learning process is expected to be able to stimulate students to have 4C competence (critical thinking, collaboration, creativity, and communication), which is one of the characteristics of 21st century learning.

The example non-example learning paradigm emphasizes student analysis more than other learning models. This model is typically more frequently used in high grades, but it can also be applied to lower grades by focusing on the psychological elements and developmental stages of lower grade students, such as language skills

(both spoken and written), light analytical skills, and the capacity for social interaction (Habibah 2016). The steps for implementing the example-non-example learning strategy can be done as follows (Huda 2016):

1. The teacher prepares pictures according to the learning objectives.
2. The teacher pastes the picture on the board or shows it through the OHP.
3. The teacher forms groups, each consisting of 2-3 students.
4. The teacher gives instructions and gives each group the opportunity to pay attention and/or analyze the pictures.
5. Record the results of the discussion from the analysis of images on paper.
6. Give each group the opportunity to read the results of their discussion.
7. Based on the comments or results of student discussions, the teacher explains the material according to the goals to be achieved.
8. Closing

In learning by using the examples non examples learning model, the instructional impact is that students become more active, dare to express their own opinions or ideas, actively discuss, and can learn from their own observations. The impact of the accompaniment is that students are able to increase cooperative cooperation for assigned material, be responsible, try to understand the material well, and improve their ability to solve problems (Habibah 2016). The Example-Non-Example strategy, according to Buehl, entails students (Huda 2016):

1. using an example to expand their understanding of a concept with greater depth and complexity;
2. carrying out the process of discovery, which encourages them to develop concepts progressively through direct experience of the examples they learn; and
3. exploring the characteristics of a concept by considering the non-example part, which may still have the characteristics of the concept described.

Each learning model used by the teacher has advantages and disadvantages, including the

example non example learning model. The advantages of learning example non example include the following (Shoimin 2014):

1. Students depart from one definition, which is then used to broaden their understanding of concepts with more depth and complexity.
2. Students are in a process of discovery, which encourages them to build concepts progressively through experiences with example non example.
3. Students are given something opposite to explore the characteristics of a concept by considering the possible non-example part, but there is a part that is a character of the concept that has been described in the example section.

Another advantage of learning example non example is that students become more critical in analyzing images; they know the application of the material in the form of images; and they are given the opportunity to express their opinions. Meanwhile, this strategy also has weaknesses because not all subject matter can be conveyed through pictures, and besides, preparation sometimes takes a long time (Huda 2016).

Discussion

Every student must have 21st-century skills to respond to global challenges and increasingly complex problems. Essentially, every student has the potential to be developed through school education. Therefore, teachers as executors and mentors of learning in the classroom must have learning innovations to improve students' 21st century skills. One of the innovations made by the teacher is choosing the right learning model to stimulate student potential.

The example non-example learning paradigm emphasizes student analysis more than other learning models. This model is typically more frequently used in high grades, but it can also be applied to lower grades by focusing on the psychological elements and developmental stages of lower grade students, such as language skills (both spoken and written), light analytical skills, and the capacity for social interaction. Students' analytical abilities are expected to include the ability to apply higher-order thinking, but they are

also expected to be able to apply 4-C through learning with an example non-example model.

The example-non-example strategy is also intended to teach students how to understand and analyze a concept. The steps for implementing the example-non-example learning strategy can be carried out as follows:

1. The teacher prepares pictures according to the learning objectives.

The use of image media is designed so that students can analyze the image and then briefly describe the contents of an image. Thus, this strategy emphasizes the context of student analysis. The picture used must be clearly visible even from a distance, so that students in the back seats can also see it clearly (Huda 2016).

2. The teacher displays pictures on the board or through an OHP or projector.

When students start to analyze the visuals that the teacher has presented, critical thinking can be used to enhance learning. Not only limited to analyzing the images, students are also expected to be able to argue about the images displayed by the teacher.

3. The teacher forms groups, with each group consisting of 2-3 students.

Through groups formed by teachers, students are able to apply collaborative learning, students work together to solve problems given by the teacher. Not only that, students are able to apply their communicative skills by communicating their ideas with their group members. Here, students work together, exchange opinions, and express these ideas through the results of their discussions. From here, creativity is created.

4. The teacher gives instructions and opportunities for each group to pay attention and analyze the pictures.

Ability to analyze (C4) is defined as the ability of students to determine the parts that can compose a particular form, object, or problem so that students are able to show interrelationships with one another (Rochman and Hartoyo 2018). Analyzing

(C4) includes high order thinking skills, by analyzing the images presented by the teacher, the students have been trained to improve their thinking skills.

5. Students record the results of the discussion of image analysis on paper.

After the teacher displays pictures related to the material of sacrifice and aqiqah, of course, students analyze the pictures. After being analyzed, the students expressed their opinions through the ideas that had been discussed in their groups. If students have been able to express their opinions, it means that they have been able to evaluate (C5). In this case, students are able to apply high order thinking.

After understanding the results of the analysis carried out by students, the teacher begins to explain the material according to the learning objectives to be achieved. Then, the teacher and students conclude the material according to the learning objectives (Shoimin 2014).

The Indonesian national education system's 2013 curriculum, which is a reflection of the 4 C's, will produce dependable and exceptional persons in the 21st century through the example non-example learning model.

1. Critical thinking, by practicing higher order thinking skills will foster 21st century skills including critical thinking that can be applied when students begin to analyze the images that have been displayed by the teacher.
2. Collaboration, through groups formed by teachers, students are able to apply collaboratively, students work together to solve problems given by the teacher.
3. Communication skills, Students are able to apply communicative skills by communicating their ideas with their group friends.
4. Creativity, students work together, exchange opinions and express ideas through the results of the discussion, from here comes creativity by students.

Conclusions

21st century learning is designed to face increasingly complex challenges and problems. The example non example learning model is a learning model with pictures or examples that are relevant to the learning material. Because pictures are able to arouse the imagination of students in the learning process. The example non-example learning paradigm emphasizes student analysis more than other learning models. Students' analytical abilities are expected to include the ability to apply higher-order thinking, but they are also expected to be able to apply 4-C through learning with an example non-example model. Analyzing pictures in groups can train students to have 4C skills (Critical Thinking, Collaborative, Creativity, and Communicative) and high-order thinking skills. Through the example non example learning model, it is hoped that students can understand the material of sacrifice and aqiqah through 21st century learning, whose results or output are expected to be able to answer challenges or problems in the surrounding environment. not just understanding the material but being able to apply, analyze, and provide solutions if problems occur in the surrounding environment.

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