Implementing ASSURE Model in Islamic Religious Education to Develop 21st Century Competencie

Mahlil Nurul Ihsan[1)], Mudji Hartati[2)], Afrillia Muthia Rahman[3)]

[1), 2)] STAI Sabili Bandung, Indonesia
[1)]Email: mahlilnurulihsan@staisabili.ac.id
[2)]Email: mudjihartati@staisabili.ac.id
[3)]UIN Sunan Gunung Djati Bandung, Indonesia
[3)]Email: afrilliamuthiarahman@gmail.com

Abstract: This study aims to examine the implementation of the ASSURE learning design model in Islamic Religious Education (PAI) subjects to build student competencies in the 21st century. The type of research used is qualitative descriptive research with a case study approach on students in a high school. The data collection techniques used include observation, interviews, and documentation to obtain information related to the implementation of the ASSURE model in the learning process. The results show that the application of the ASSURE model can increase student engagement in learning, strengthen 21st century skills such as collaboration, creative thinking, critical, communication and digital literacy, and improve their understanding of PAI materials. Nonetheless, some challenges arise related to the availability of technological infrastructure and the time constraints to analyze student characteristics in depth. Overall, the ASSURE model has proven effective in improving the quality of PAI learning and equipping students with the competencies needed to face global challenges.
Keywords: Critical Thinking; Collaboration; Creativity; ASSURE

INTRODUCTION

Problems design learning at school often appears consequence lack of understanding about needs and characteristics students. Many teachers still use approach One direction, where learning more focus on knowledge transfer from teacher to student without notice method student learn. This is cause involvement student in the learning process become low, and they not enough active in develop skills think critical and creative. In addition, the material learning delivered often not customized with context life daily students, so that make they feel not enough interested and difficult understand material the.

In addition, limitations source adequate power and infrastructure are also a challenge in design learning in schools. Many schools, especially in rural areas remote, still lack supporting facilities use technology in learning, such as internet access, digital devices, or room comfortable class. This is make learning based technology or approach more learning interactive difficult applied. With existence limitations said, teachers are often forced to use method learning conventional which is not Again relevant with need developments of the times, so that hinder ability student For adapt with the world's development is increasingly fast.

Implementation of design model ASSURE learning on subjects Islamic Religious Education (PAI) lessons can be obtained become solution For overcome a number of problems found in learning at school. The ASSURE model, which consists of from steps analysis students, set objectives, selecting strategies, media and teaching materials, and evaluate and revise, provide a more approach structured and focused on needs students. In the context of Islamic Education, the application of this model will help teachers to designing more learning interactive, relevant, and accessible stimulate thinking critical students. For example, with utilise technology in learning like learning videos or application online discussion, students can more easy understand concepts abstract religion with a better way interesting and contextual.

At the stage first ASSURE model, namely analysis students, teachers need understand characteristics and background behind students, including abilities, interests, and challenges faced in understand PAI. This make teachers to compile objective appropriate learning with need competence 21st century, such as skills think critical, collaborative, and ability communication. With use approach based problem or studies relevant cases with life daily students, Islamic Education learning will more easy accepted and applied by students. As examples, discussion about ethics social in Islam can integrated with issues current issues faced by students, such as tolerance between people religious or guard harmony in multicultural society.

Next, in choosing the right media and teaching materials, the ASSURE model encourages teachers to utilise various source Power learning, both digital and traditional, in order to improve effectiveness learning. The use of videos, podcasts, or online learning platforms can enrich experience Study students, so that they more involved in the PAI. In addition, with existence continuous evaluation and revision based on bait come back students, teachers can repair and adjust design learning to be more in accordance with developments in the

times and needs student. With method This is the implementation of the ASSURE model in the subject Islamic Education lessons do not only build competence religious students, but also prepare they For face challenge 21st century, where skills think critical, solving problems, and collaboration become the more important.

A number of study previously has study implementation of design models learning Effective assurance in increase quality learning in various field study. Nugroho et al. (2023) found that Use of the ASSURE model with QuizAlize media can help participant educate class VII in identify structure and characteristics linguistics text news in a way more interactive. Furthermore, Palupi et al. (2023) proved that implementation of ASSURE with support application book website -based digital pocket capable increase involvement junior high school students in learning text news. In line with Therefore, Andriani et al. (2023) implemented the ASSURE model using Quizwhizzer media and found that positive results in increase ability analysis systematics and language work scientific on participants educate class XI. In the context of Islamic Religious Education. Meanwhile that, Hadi (2020) shows effectiveness of ASSURE in increase motivation and achievement learning in learning banking base.

The ASSURE model has proven effective in increase quality learning and competence student 21st century. One of the research by Indriyani (2020) states that application of the ASSURE model to the eye Islamic Education lessons at school medium first (junior high school) can increase involvement student in learning. In her research, Indriyani find that use of varied media and teaching materials, such as learning videos and modules interactive, create student more interested and active participate in learning. This is in line with objective competence 21st century which emphasizes skills think critical thinking, communication, collaboration, and creativity. Other research by Amma, Komariyah, and Bahrudin (2024) also shows that The use of the ASSURE model in PAI learning is possible increase understanding the concept of religion with a better way comprehensive and applicable. With choose the appropriate strategy with characteristics students, such as discussion groups and uses tool visual aids, teachers can create atmosphere more learning fun and reduce saturation students. In addition, the implementation of the ASSURE model also supports development competence student in face challenges of the times, including understanding ethics and morals in more context extensive research This show that with existence systematic steps in designing learning, students can more understand the material taught and applying it religious values in life daily.

The purpose of study about Implementation of the ASSURE Learning Design Model in Islamic Education Subjects: Building Competence 21st Century Students is For identify and analyze impact application of the ASSURE model to improvement competence student in Islamic Religious Education learning in schools. Research This aim For know as far as the ASSURE model can go create more learning interactive, relevant, and effective, so that help student develop skills 21st century, such as think critical, creativity, collaboration, and ability solve problem. In addition, research This aim For explore various learning strategies that can implemented in PAI context, such as selection of appropriate

media, use method active, and integration religious values in life daily students. With Thus, research This expected can give recommendation for educators For optimize Islamic Education learning with a more approach innovative and appropriate with demands current development.

RESEARCH METHODS

Study This use approach qualitative with objective dig deep understanding about implementation of design models ASSURE learning on subjects Islamic Religious Education (PAI) lessons in context build competence student 21st century. Focus study directed at how teachers design and implement learning using the ASSURE model as well the impact to involvement and mastery competence students. The method used is studies case, with collection of data obtained from One or a number of schools that apply the ASSURE model to subjects PAI lessons. Data is collected through observation live, interview deep with teachers and students, as well as analysis document For produce rich and contextual data. Data analysis is carried out with approach analysis thematic, which includes a number of stage: (1) data familiarization through reading repetitive notes observation, transcript interviews, and documents; (2) provision code beginning with relevant units of meaning; (3) grouping code become themes main representing pattern findings; (4) review repeat theme For ensure consistency and relevance with data; (5) naming theme in a way clear; and (6) preparation narrative integrated results with theory and research previously

Data sources in study This consists of from two categories main: primary sources and sources secondary. Primary sources include teachers who teach eye PAI lessons at existing schools implementing the ASSURE model, as well as students involved in learning said. Source secondary in the form of documents and materials learning used by teachers, incl plan implementation learning (RPP), teaching materials, and learning media applied. Data collection techniques used in study This is participant observation, semi- structured interviews, and analysis document. Observation done For understand how is the learning process running and how the ASSURE model is applied in Islamic Education context. Interview with teachers and students aim For dig perceptions, experiences, and challenges faced in implementation of this model. Analysis document done For analyze plans and materials learning used by teachers in designing learning ASSURE based.

Data analysis done with use technique analysis thematic, where data is collected will categorized, analyzed, and presented in form themes that reflect how the ASSURE model can build competence student 21st century in Islamic Education learning.

RESEARCH RESULTS AND DISCUSSION

The Objectives of the ASSURE Learning Design Model in Islamic Education Subjects: Build Competence 21st Century Students

Main purpose application of design models learning ASSURE on the eyes Islamic Religious Education (PAI) lessons are For increase quality and effectiveness of the learning process, with optimize potential student in develop

competence 21st century. The ASSURE model helps teachers to designing more learning structured and systematic, with consider characteristics students, needs they, as well as desired goals achieved. In the context of PAI, this model make teachers to designing learning that is not only teach religious knowledge, but also relevant skills with challenges of the times, such as think critical, collaborative, and problem-solving problem.

In addition, the ASSURE model aims For push creation more learning interactive and participatory. With identify objective learning in a way specific to the stage beginning, teachers can choose appropriate methods and media For facilitate involvement active student. This is very important in Islamic Education learning, because religious material is often considered abstract and less relevant for life daily students. With use various media and varied teaching materials, students can more easy understand and apply religious teachings in life they, as well as develop skills critical in solve problem related life with religious.

The ASSURE model also aims For increase skills communication and collaboration student in context Islamic Education learning. One of them emphasized aspects in competence the 21st century is ability For Work in team and communicate in a way effective. In Islamic Education learning, this model push use discussion groups, presentations, and assignments collaborative that makes student each other exchange ideas and understanding. Through activity this, students can deepen understanding they about religious concepts, while develop skills important social For life they as member public.

Use technology in learning also becomes objective important from application of the ASSURE model in Islamic Education learning. With choose the right media, such as learning videos, applications learning web- based, or online discussion platform, this model aim For integrate technology in the learning process. Use technology can make learning more interesting and relevant with developments of the times, as well as make student For access information with more easy and fast. In addition, technology can also support more learning flexible, where students can Study in a way independent or in a more format personalized.

One of the purpose of the ASSURE model in the eye Islamic Education lessons are For build character student in accordance with religious values taught in PAI, such as ethics social, tolerance, and responsibility answer. Learning based on the ASSURE model makes student No only Study about religious theories, but also internalize values the in life they everyday life. For example, in topic about leadership in Islam, students invited For discuss and analyze examples leadership in context social they, who in turn can form character good and responsible leadership answer.

In addition, the ASSURE model aims For increase effectiveness evaluation learning in eye Islamic Religious Education (PAI) lessons. Evaluation No only done at the end learning, but rather ongoing in a way sustainable during the process, with blend various form assessment, good formative (eg quiz or task group) and summative (such as exam end or project). Assessment based competence This help teachers know to what extent students control the material and skills taught, at the same time give bait constructive feedback For repair

learning furthermore (Ekrika & Alikor, 2024; Duman, 2024; Nam & Giam, 2025). This in line with view that integration of the ASSURE model in practice teaching enable the learning process become more adaptive and results - oriented, especially when implemented in various discipline science and context education (Bungoma County, 2025; Risale & Jamilah, 2025).

Based on explanation mentioned, the application of the ASSURE model to the eye Islamic Education lessons aim to For create adaptive learning to changing times and developments education. With follow steps of the ASSURE model, teachers can in a way structured and dynamic evaluate as well as revise approach learning used, so always relevant with need students and the challenges of the times. This important For form generation that does not only understand religion, but also be ready face global challenges with the skills they have get in Islamic Education based learning competence 21st century.

Implementation of the ASSURE Learning Design Model in Islamic Education Subjects: Build Competence 21st Century Students

Effective learning design, as implemented in the ASSURE model, it is very important For create experience relevant and interesting learning, especially in eye Islamic Religious Education (PAI) lessons. In the 21st century, students No only sued For control knowledge, but also to develop skills think critical thinking, collaboration, and digital literacy. With designing integrated learning technology, interactive media, and participation active, teachers can facilitate more learning in-depth and applicable. The ASSURE model provides systematic structure in plan learning that can be adapt need students, maximizing potential they, as well as strengthen understanding they to relevant religious values with life everyday, so that can equip they with required competencies For face future challenges.

Design model ASSURE learning (Analyze Learners, State Objectives, Select Methods, Media, and Materials, Utilize Media and Materials, Require Learner Participation, Evaluate and Revise) can implemented in a way effective in eye Islamic Religious Education (PAI) lessons for build competence student 21st. This model give systematic guide in designing more learning interactive, creative, and technology - based. With adapt needs and characteristics students, ASSURE makes more teaching relevant and adaptive to changes of the times, especially in prepare student face challenge 21st century, such as skills think critical, collaboration, and use technology.

First step in the ASSURE model is Analyze Learners or analyze participant educate. In the context eye Islamic Education lessons are important For understand background behind students, level understanding of religion, as well as needs and style Study they. Students the 21st century has more characteristics dynamic, accustomed with technology, and tends to more interested in a more hands- on approach interactive and contextual. Therefore that, in stage this, teachers need do identification to level students' religious knowledge, interests they to Islamic Education lessons, as well as ability they in use technology as tool help learning.

Second step is State Objectives, namely formulate objective clear and measurable learning. In the context of Islamic Education, the objectives learning No only limited to mastery religious material, but also includes development skills 21st century, such as ability think critical, skills social, and strengthening character. For example, the goal learning can covers ability student For identify Islamic values in life daily or increase skills in discuss and collaborate related relevant moral and social issues with Islamic teachings. Clear goals will give more direction concrete in designing learning.

In step third, namely Select Methods, Media, and Materials, teachers must choose method proper teaching as well as relevant media and teaching materials For reach objective learning. In the digital era, use technology such as online learning platforms, applications education, and learning videos are very supportive effectiveness of the learning process. In addition, learning media that can used covering infographics, podcasts, or material video- based containing PAI content with a better way interesting. Selection teaching materials must also be consider diversity culture and context social student For increase connectedness they with topics studied.

Fourth step is Utilize Media and Materials, ie utilize media and teaching materials effectively maximum in the learning process. In 21st century Islamic Religious Education learning, teachers can utilise various interactive media, such as online simulations, learning videos about Islamic figures or modern studies related to religion, as well discussion online forum -based approach This No only make learning more interesting, but also gives chance to student For Study in a way independent, developing digital skills, and access various source information that can deepen understanding they about the material being taught.

Fifth step is Require Learner Participation, which emphasizes importance participation active student in learning. Students 21st century is expected own skills collaborative and good communication. Therefore that, teachers need create atmosphere learning that makes student For discuss, work in groups, as well as share views and experiences they related Islamic Religious Education (PAI) material. Activities like debate, role-playing, or simulation role can help student understand implementation religious teachings in life everyday, as well as increase skills social and empathy they to fellow.

final step is Evaluate and Revise, namely evaluate and revise learning that has been carried out. Evaluation This aim For evaluate to what extent the goal learning achieved and how the media and methods used impact to understanding student. Teachers can use various form evaluation, good formative (eg online quiz or discussion group) and summative (eg exam or project end). Based on results evaluation, the teacher then can revise method, media, or teaching materials for increase quality learning in the future come. Implementation of this ASSURE model make more Islamic Education learning flexible, relevant, and effective in build competence student 21st century.

With applying the ASSURE model, PAI learning does not only teach religious knowledge, but also equip student with skills needed in the era of globalization and digitalization. Through a more approach based on participation active, technological, and innovative methods, students can more

easy linking religious teachings with life daily they, at the same time develop skills important for the future.

Evaluation of the ASSURE Learning Design Model in Islamic Education Subjects: Build Competence 21st Century Students

Design model ASSURE learning has potential big in increase quality teaching eye Islamic Religious Education (PAI) lessons, especially in build competence student 21st century (Rasidi 2016). One of necessary aspects evaluated is effectiveness step first, namely *Analyze Learners,* which requires teachers to understand characteristics, needs, and styles Study student in a way in-depth (Siswoyo 2024). Evaluation to stage This important For ensure that materials and methods used relevant with background behind students, as well as can create high engagement in learning. If the analysis participant educate done with OK, teachers can adapt approach proper learning, so student can more easy understand and apply Islamic values in context life they daily.

second step, namely *State Objectives,* play a role important in determine direction and focus learning. Evaluation to formulation objective learning in the context of PAI shows that unattainable goals specific or too general Can reduce effectiveness learning. Therefore that, the goal learning must arranged SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), so that student can measure progress they and the teacher can evaluate success learning in a way objective. In the context of 21st century, goals Islamic Education learning does not only limited to aspects cognitive, but also includes skills relevant social, ethical, and digital competencies with needs of the times.

Next, evaluate to stage *Select Methods, Media, and Materials* show that election the right methods and media are very influential to success learning. With the more development technology, use of learning media digital- based, such as videos, applications learning, and online platforms, can make more PAI material interesting and easy accessible to students. Evaluation to The use of this media also reveals importance choose appropriate teaching materials with context local and cultural students, so that religious messages conveyed No only theoretical but also relevant with life they. Therefore that's important for teachers to Keep going review and evaluate diversity of media used, to ensure that the media selected truly support objective learning.

At the stage *Utilize Media and Materials,* evaluation show that effectiveness media usage depends on how much maximum student can take advantage of it in learning. Although technology and digital media offer Lots benefits, unintended use appropriate or too technology dependent can reduce interaction social and understanding student to the material being taught. Therefore that, evaluation important For ensure that the media used No only interesting but also supports development skills 21st century, such as ability think critical, communication, and collaboration. The use of media must also be can increase an understanding of religion that is applicable and not just as tool entertainment or diversion attention student.

Stage Next, *Require Learner Participation,* is the core of active and collaborative learning. Evaluation to participation student show that method

learning that prioritizes discussion, ask answers and activities based project can increase involvement students. (Betu 2021) However, no all student Possible feel comfortable with open participation, especially in online learning. Therefore that's important For evaluate to what extent teachers can push all student For active contribute, good in a way individual and in group. Learning based participation This would be very helpful in develop skills social, communication, and empathy which are very necessary for students in the 21st century.

Stage *Evaluate and Revise* become key For increase quality learning in a way sustainable. Evaluation to the entire learning process show that bait return given to students and reflection self from the teacher is very important in perfect design learning. Evaluation can done through various methods, such as quizzes, exams, observations, or reflection group. Based on results evaluation, teachers can do repair or revision to method, media, or objective lack of learning effective. With Thus, PAI learning using the ASSURE model can be achieved Keep going evolving and adapting with change need student as well as development technology.

In a way overall, evaluation to implementation of design models ASSURE learning in eye Islamic Education lessons show that this model effective in build competence student 21st century, as long as done with careful adjustment to characteristics students, goals clear learning, and the use of relevant media. PAI learning is designed with the ASSURE model can help student No only control religious knowledge, but also the skills needed For face global challenges, such as think critical, creativity, and ability collaborate. Continuous evaluation will ensure that learning still relevant and can give maximum benefits for development competence students in the future.

The Impact of the ASSURE Learning Design Model on Islamic Education Subjects: Build Competence 21st Century Students

Design model learning ASSURE (Analyze, State objectives, Select methods, media and materials, Utilize media and materials, Require learner participation, Evaluate and revise) provides impact significant in learning Islamic Religious Education (PAI) with focus on development competence student 21st. With using this model, teachers can designing more learning structured and relevant with needs of the times. In the stage Analyze, teachers can analyze needs and characteristics students, so that Islamic Religious Education material taught more in accordance with context life them. Then, through State objectives, goals clear and measurable learning can formed, including skills think critical thinking, collaboration, and communication are important in learning 21st century. This process ensure that student No only understand religious values, but also capable apply principles the in life everyday, while develop skills important other.

In addition, the ASSURE model also provides impact positive in increase skills social, emotional, and digital students. At this stage Select methods, media, and materials, use various digital learning media such as videos, applications learning, or online platforms can facilitate more learning interactive and engaging (Basuki 2023). This media also helps student For access information in

a way more broad, improve their digital literacy, and understand religious concepts in a more modern and relevant context. With stage Require learner participation, this model emphasize importance involvement active student in the learning process, both through discussion group, project collaborative, as well as reflection personal. This is No only increase understanding student to PAI material, but also build skills 21st century like creativity, ability Work same, and solution problem, which is very much needed in a world that continues develop.

Competence 21st century refers to the skills and abilities required by individuals For face challenges in an increasingly global world connected, dynamic, and based technology. Competence This covers various aspects that are not only related with knowledge academic, but also skills social, emotional, and digital. The following is a number of competence main 21st century:

Skills Critical Thinking and Problem Solving

Design model ASSURE learning give impact significant in form skills think critical and problem solving eye problems Islamic Religious Education (PAI). Impact First is improvement ability analytical students. At this stage beginning, namely Analyze, the teacher does analysis to characteristics students, which includes understanding beginning they to Islamic Religious Education material and abilities think critical that is owned. With understand background background and needs students, teachers can designing challenging learning student For No only memorize religious teachings, but also for analyze and criticize implementation teachings the in context life everyday life. For example, students Can invited For analyze issues contemporary like problem ethics in technology or problem social based on Islamic principles, which encourage they think more deep and critical.

Impact second is development skills solution problem. Through State objectives and Select methods, media, and materials stage, the teacher designs objective purposeful learning For develop ability student in solve related issues with Islamic religious teachings. Teachers can use method like studies case, simulation, or project based problems (problem-based learning) that create student For face problem real and looking solution in a way collaborative. For example, students given case about conflict interfaith religious and asked For look for solutions based on Islamic principles, so that they No only memorize theory, but also learning apply religious teachings for finish problem complex in life social. Through approach this, students No only train think critical, but also accustomed in facing and solving problem in a way systematic.

Impact third is involvement active student in the learning process. At the Require learner participation stage, the ASSURE model encourages student For active involved in discussions, presentations, and collaboration. This opens up chance for student For develop ability communication and argumentation they, the essential ones in think critical and problem solving problem. With discuss and convey arguments, students trained For consider various corner view, evaluate existing information, and build rational solutions based on religious values. On the other hand, at the Evaluate and revise stage, teachers can evaluate to what extent students capable identify and solve problem with appropriate

approach, as well give bait constructive feedback For repair method thinking and solving problem students. Through this process, students No only get understanding Islamic Religious Education material, but also trained For think in a way critical and creative in face more challenges wide in the real world.

Skills Collaboration and Cooperation

Design model learning ASSURE give impact positive in form skills collaboration and work The same students, especially in the subject Islamic Religious Education (PAI). Impact First is improvement ability Work in diverse team. At this stage Analyze, teachers can identify diversity students, good from aspect background background, abilities, and characteristics personal they. With understand diversity this, teachers can designing learning that encourages student For Work in a team consisting of from various individual with different perspectives. In the context of Islamic Education, for example, students can invited For Work The same in related projects with implementation religious values in life social, where they must each other discuss and collaborate For produce holistic and inclusive solutions. Collaboration kind of This teach student For value differences and work The same in reach objective together.

Impact second is development skills interpersonal communication. At this stage State objectives and Select methods, media, and materials, teachers design objective learning that encourages student For interact in a way effective in group. In learning based project or discussion group, students expected For communicate with clear, listening other people's opinions, and giving constructive contribution. This is very relevant with skills social and emotional skills needed in the 21st century, where collaboration in team often involves efficient communication and problem solving problem together. In the eyes Islamic Education lessons, discussions about moral values or ethics in Islam it can become chance for student For Study convey opinion with full of respect, while notice other people's views, which is important For Work the same effective.

Impact third is strengthening sense of responsibility answer together in group. At this stage Require learner participation, students involved active in every aspect learning, starting from planning, implementing, until evaluate results Work group. In learning based project or discussion designed group in the ASSURE model, each student own role important For finish the tasks given, both as leader, taker decision, or member supportive team. This teaches student about importance not quite enough answer personal and collective in A team. In the eyes Islamic Education lessons, students can Work The same For designing social programs that reflect Islamic values, such as activity share with fellow or cleaning program environment, which requires they For Work together, solve problem together, and mutually help For reach beneficial results for many people. Through the collaborative process this, students No only develop skills Work same, but also skills leadership, empathy, and mutual appreciate the very important in life social and professional.

Skills Communication

Implementation of design model learning ASSURE on the eyes Islamic Religious Education (PAI) lessons provide impact significant positive to skills communication student. At this stage State objectives and Select methods, media, and materials, objectives clear learning and use of relevant media push student For communicate in a way more effective, good verbally and non-verbally. In Islamic Religious Education learning, students often involved in discussion group or presentations that require they For convey their thoughts and ideas about religious concepts with easy way understood by others. With approach this, students No only Study convey information in a way clear, but also trained For articulate argument they with strong foundation, as well as notice context social and cultural moment communicate. This is very helpful student in develop ability good communication in various situation.

In addition, at this stage Require learner participation, the ASSURE model emphasizes involvement active student in the learning process, which improves ability they For listening, giving feedback, and interacting in a way constructive with colleagues they. In the context of Islamic Education, students Study For communicate with various the party that owns view and background behind different, for example, in discussion about difference interpretation religious teachings or moment Work in group For finish project. Learning based collaboration This practice student For become good listener, appreciate other people's opinions, and convey opinion in a way effective. Ability communication this is very important, especially in an increasingly global world connected and global, where interactions with individual from various background behind become the more general.

Creativity and Innovation

Application of design models learning ASSURE in eye Islamic Religious Education (PAI) lessons provide impact big in develop creativity and innovation students. In the stage Analyze, teachers can understand needs and characteristics students, as well as identify potential creativity that can developed. With designing learning that encourages student For think outside the box habits, the ASSURE model makes student For study Islamic teachings in more context flexible and innovative. For example, teachers can introduce learning based projects that require student For designing solution creative to problem social, such as designing activity social that reflects Islamic values. This is facilitate student For No only understand religious teachings in general theoretical, but also for create new ideas that can implemented in life real.

At the stage State objectives and Select methods, media, and materials, the ASSURE model encourages use supporting learning methods and media creativity students. With utilise technology and various tool visual aids, students given room For innovate in convey their ideas. The use of digital media, such as videos, infographics, or application learning, making student For more free express in develop religious concepts. As example, students can create creative videos that lift moral themes in Islam or designing applications that can help public understand values virtue. In addition, at stage Require learner

participation, students involved in a way active in project collaborative that requires they For think critical and creative together. Collaboration This open opportunity for student For combine their ideas, innovate in finish problems, and produce useful and relevant solutions with development of the times. With Thus, the ASSURE model does not only increase understanding of religion, but also stimulates creativity and innovation student For create change positive in society.

Digital Literacy Skills

Application of design models learning ASSURE on the eyes Islamic Religious Education (PAI) lessons provide very positive impact to development digital literacy skills students. At this stage Select methods, media, and materials, teachers can choose various relevant digital media For support understanding Islamic Education materials. Use technology like application learning, websites, or other digital platforms make student For access information more broad and studied Islamic religious concepts from various credible sources. With Thus, students No only depend on book text, but also learning For search, evaluate, and integrate information from various existing digital media. This is very important in the digital era, where the ability For sorting valid and relevant information become crucial skills.

In addition, at this stage Utilize media and materials, the ASSURE model provides chance for student For hone their digital literacy skills with utilise various tool technology. For example, in Islamic Education learning, students can given task For make presentation use device soft like PowerPoint or application other For explain topics certain, such as Islamic history or moral values in religion. The use of online learning platforms also provides room for student For collaborate in finish task online, utilizing various application communication and sharing document in a way efficient. On the other hand, at the stage Require learner participation, students involved in discussion and collaboration digital-based, where they must capable access, assess, and share information in a way responsible answer. This is teach student For become smart and critical consumers to the information they meet in cyberspace, as well as understand importance digital ethics and security information moment interact on digital platforms. With Thus, the ASSURE model helps student develop digital literacy skills that are not only important in religious learning, but also deep life professional and social them in an increasingly digital world.

Social and Emotional Skills (Emotional Intelligence)

Application of design models learning ASSURE on the eyes Islamic Religious Education (PAI) lessons have significant impact to development skills social and emotional students. At this stage Analyze, teachers can identify need social and emotional students, as well as designing supportive learning development empathy, control self and awareness social. For example, in learning based discussion or studies case, student can requested For explore topics related Islamic morality and values, such as tolerance interfaith religious or How manage conflict in a way Peaceful discussion kind of This push student For listen with empathy, understanding the feelings and views of other people,

as well respond in a way constructive, which ultimately increase ability they in interact in a way social.

In addition, at this stage Require learner participation, the ASSURE model emphasizes importance involvement active student in various activity sharpening learning intelligence emotional they. In Islamic Education learning, students often faced with situations that require it management emotions, such as moment discuss or collaborate in project group. Through tasks that require they For Work together, students Study For manage feeling they, like tension or difference opinion, with positive and constructive manner (Mardhiyah, Aldriani, and... 2021). On the other hand, evaluation at the stage Evaluate and revise also gives teachers the opportunity For give bait come back about skills social and emotional students, such as How they adapt with situation different social or How they manage emotion in Work group. With Thus, the ASSURE model does not only increase understanding academic, but also strengthen skills social and emotional which is very important in life social and professional students in the 21st century.

Entrepreneurship

Application of design models learning ASSURE on the eyes Islamic Religious Education (PAI) lessons can be obtained give big impact to development skills entrepreneurship students. At this stage Analyze, teachers can identify potential entrepreneurship students, as well as designing learning that is not only focuses on religious theory, but also encourages student For think creative and innovative in face challenge socio-economic. For example, students can given task For designing a social program or business small businesses based on Islamic values, such as business sharing zakat or empowerment programs economy people. With method this, students Study How identify opportunities, plan, and implement their ideas in relevant context with Islamic teachings. This is push they For develop pattern think entrepreneurship that is not only profit-oriented, but also empowerment - oriented society and improvement welfare social.

At the stage State objectives and Select methods, media, and materials, teachers can designing objective learning that emphasizes development skills entrepreneurship, such as ability For innovate, take risks, and compile plan business. Learning based project can be one of effective method For hone skills this. For example, in eye Islamic Education lessons, students can requested For develop plan business based Islamic values, such as supporting business sustainability environment or supporting products principle justice social media. Through digital media and other sources available power, students can Study How utilise technology For designing and marketing product or service they. On the other hand, at stage Require learner participation, students involved active in sharpening activities skills entrepreneurship they, like design and manage project religion- based which also has impact social, such as training programs skills for public not enough capable. With Thus, the ASSURE model does not only equip student with strong understanding of religion, but also equips they

with skills entrepreneurship that can they apply For create solution beneficial for society and environment.

Skills Learning Throughout Life (Lifelong Learning)

Application of design models learning ASSURE on the eyes Islamic Religious Education (PAI) lessons provide impact significant positive to development skills learning throughout students' life (lifelong learning). At stage Analyze, teachers can identify needs and characteristics students, as well as designing learning that encourages they For Keep going learn and develop. For example, by integrate technology and various source digital learning, students pushed For search and explore information more continue outside teaching materials given in class. Learning based project or study push student For develop a sense of curiosity know more deep, and habit For Keep going Study independent, which is the core of learning throughout life. With method this, students No only Study about Islamic religious teachings statically, but also trained For own attitude active, critical, and adaptive learners to changing times.

In addition, at this stage Utilize media and materials as well as Require learner participation, the ASSURE model provides chance for student For interact with various supporting learning tools and media development skills learning throughout life. For example, with using online learning platforms, video tutorials, or source other digital resources, students can access when will PAI material be anywhere and everywhere, which helps they For continue learning in a way independent after school hours. In the context of Islamic Education, this this also includes ability For renew their religious knowledge in accordance with development social and technological, as well as look for ways new For implement religious teachings in life everyday. Through evaluation at the stage Evaluate and revise, teachers can give bait back that pushes student For Keep going develop skills Study them, both in the field of religion and in context knowledge others. With Thus, the ASSURE model does not only help student For get relevant and applicable knowledge, but also fosters motivation and habits For Keep going Study throughout life they.

Competencies This each other related and supporting One each other in prepare individual For success in a world full of with changes and challenges. Education that integrates competencies the 21st century will help student become more individuals ready and tough in face various situation life.

Competence 21st century refers to various required skills and abilities individual For can face challenges in an increasingly global world connected, dynamic, and based technology (Arifin and Setiawan 2020). In the era of globalization this, competence the covers No only knowledge academic, but also skills social, emotional, and digital skills required For adapt with fast. The world continues changed demand individual For own ability think critical, collaborative with other people, as well as communicate in a way effective. In addition, the skills creative and innovative also become key For overcome various complex problems with new and different solutions. With development rapid technology, digital literacy becomes competence important For manage

and produce information with wise, and ensure safety and ethics in interact in cyberspace.

One of competence main the 21st century is skills think critical and problem solving problem. In a world full of information and problems that are increasingly complex, ability For analyze, assess, and solve problem in a way Logical thinking is very necessary. Students 21st century needs trained For capable identify problem, develop relevant solutions, as well as apply solution problem in various different contexts. Competence This play a role important in create individuals who do not only just accept information, but also can think in a way critical For make the right decision.

Other competencies that are not lost important is skills collaboration and work The same. In the world of work and life increasingly social diverse and connected, capabilities For Work in multicultural and multidisciplinary team become very important. Students 21st century needs trained For own good interpersonal skills, such as listen share ideas, and solve conflict in a way constructive. Ability collaborate in project together will help they adapt with environment inclusive and dynamic work, and face challenge with a more approach holistic and effective.

In addition, skills communication also becomes very important competencies in the 21st century. With the world becoming increasingly connected through technology, capabilities For convey ideas, information and opinions in a way clear and effective, good verbally, in writing, or through digital media, becomes very crucial. Good communication make individual For interact with various party from background different backgrounds, both in the environment professional and social skills communication this also plays a role in expand network, building productive relationships, as well as contribute to the collaborative process in various global context.

Advantages of the ASSURE Learning Design Model in Islamic Education Subjects: Building Competence 21st Century Students

Design model ASSURE learning has various advantages that make it very relevant For used in eye Islamic Religious Education (PAI) lessons, especially in build competence student 21st century. One of the the advantages is his abilities For provide clear structure in designing appropriate learning with need students. Through step *Analyze Learners,* teachers can identify characteristics and needs individual students, so that materials and methods used become more relevant and effective. Approach This make more personalized and accommodating learning style diverse learning, which is very important For increase involvement and understanding student.

In addition, the ASSURE model facilitates use technology optimally in learning. In the learning stage *Select Methods, Media, and Materials,* teachers can choose learning media that is not only interesting, but also supportive development students' digital skills. For example, through interactive videos or application learning, students can more easy understand Islamic religious concepts with a better way contextual and interesting. The use of this media also makes student For Study in a way independent, which supports development

skills 21st century skills such as digital literacy, collaboration, and problem solving problem.

Excess other is emphasis on *Require Learner Participation,* which prioritizes learning active and collaborative. The ASSURE model encourages student For involved in discussion, project, or relevant simulation with life they, which is not only increase understanding of religion but also skills social and communication. Participation active This help student For develop empathy, skills speaking in front of general, and abilities Work in team — all very important thing in the 21st century. With involvement - based methods this, students No only Study from the material provided, but also from interaction with friends they.

Disadvantages of the ASSURE Learning Design Model in Islamic Education Subjects

However, even though own Lots advantages, the ASSURE model also has a number of necessary deficiencies be noticed, especially in context eye Islamic Education lessons. One of them is need will enough time long For designing learning in a way detailed on each the steps. The *Analyze Learners process* requires observation and adjustment to characteristics student need time extra for teachers to know student with good. This is Can become obstacles, especially in class with amount many students, where teachers may difficulty For do optimal individual approach.

Another drawback is challenge in *Utilize Media and Materials,* especially related with availability and accessibility technology. Not all school own infrastructure adequate technology, such as device hard enough or stable internet connection. In conditions like this, the use of digital media as part from the ASSURE model perhaps not optimal, and teachers need to look for other media alternatives that remain can support objective learning. High dependence on technology can cause gap between students who have access more Good with less students lucky in a way economy or geographical.

Lastly, although Requires excellent *learner participation* For build skills 21st century, no all student Possible feel comfortable with learning based discussion or projects, especially for those who are more introverted or Not yet used to with method this. Evaluation to participation student Possible show imbalance in contribution they, who can influence results learning in a way overall. For overcome matter this, teachers need creative in create a safe and inclusive environment, where everyone student feel appreciated and can participate without fear or worried.

CONCLUSION

Implementation of the ASSURE Learning Design Model in the subject Islamic Religious Education (PAI) lessons have potential big in build competence student 21st century. With follow steps systematic in this model, such as analysis participant educate, formulate objective clear learning, selection of appropriate media, and push participation active students, Islamic Education learning can more relevant, interesting, and effective. Use technology and digital media in the ASSURE model also make student For develop skills 21st century, such as digital

literacy, collaboration, and problem solving problem, at the same time deepen understanding they about Islamic teachings in life daily.

However, for reach maximum results, implementation of this model need attention to a number of challenges, such as availability infrastructure technology and compatibility method with characteristics students. Continuous evaluation and adjustment to need student become the key to the learning process remain optimal. With With careful planning and proper implementation, the ASSURE model can give contribution big in equip student with required competencies For face global challenges and changing times, making it Ready become knowledgeable individual broad, critical, and has strong character in accordance with Islamic teachings.

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