


Research Article

## Strategy for Increasing 21st Century Skills Through Implementing Ibnu Sina's Thoughts at Cintawargi Elementary School, Tegalwaru District, Karawang Regency

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**Abstract.** The urgency of the 21st Century Skills educational development strategy in the world of education can be explained through several crucial aspects that influence the educational process and student preparation. Ibnu Sina has thoughts that are relevant to the challenges of the 21st century. Education development strategies based on Ibn Sina's thinking can help students develop the skills needed for access in the modern world, holistic skills development, increased creativity and innovation that stimulate students' imagination and innovation. This research aims to provide strategic policy recommendations in educational development through Ibnu Sina's thoughts at Cintawargi Elementary School, Tegalwaru District, Karawang Regency. This research uses qualitative descriptive methods, data collection techniques through observation, interviews and documentation as well as data analysis techniques using the Milles and Huberman method including data collection, data reduction, data presentation and verification. The research results show The strategy to increase 21st Century Skills through the implementation of Ibnu Sina's thoughts at Cintawargi Elementary School, Tegalwaru District, Karawang Regency is implemented through several activities, namely: Increasing critical thinking skills, developing creative skills, improving communication skills, forming Ethics and Moral Values

**Keywords :** Strategy; 21st Century Skills; Ibn Sina's Thoughts

**Abstrak.** Urgensi strategi pengembangan pendidikan 21st Century Skills dalam dunia pendidikan dapat dijelaskan melalui beberapa aspek krusial yang mempengaruhi proses pendidikan dan persiapan siswa. Ibnu Sina memiliki pemikiran yang relevan dengan tantangan abad ke-21, strategi pengembangan pendidikan berbasis pemikiran Ibnu Sina dapat membantu siswa mengembangkan keterampilan yang dibutuhkan untuk akses dalam dunia modern, pengembangan keterampilan holistik, peningkatan kreativitas dan inovasi yang merangsang imajinasi dan inovasi siswa. Penelitian ini bertujuan untuk memberikan rekomendasi kebijakan strategis dalam pengembangan pendidikan melalui pemikiran Ibnu Sina di Sekolah Dasar Cintawargi, Kecamatan Tegalwaru, Kabupaten Karawang. Penelitian ini menggunakan metode deskriptif kualitatif, teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi serta teknik analisis data menggunakan metode Milles dan Huberman meliputi pengumpulan data, reduksi data, penyajian data dan verifikasi. Hasil Penelitian menunjukkan Strategi peningkatan 21st Century Skills melalui implementasi pemikiran Ibnu Sina di Sekolah Dasar Cintawargi, Kecamatan Tegalwaru, Kabupaten Karawang dilaksanakan melalui beberapa kegiatan yaitu: Peningkatan keterampilan berpikir kritis, pengembangan keterampilan kreatif, peningkatan keterampilan komunikasi, pembentukan Etika dan Nilai-nilai moral

**Kata Kunci :** Strategi; 21st Century Skills; Pemikiran Ibnu Sina

## INTRODUCTION

21st Century Skills Education refers to a set of core skills considered essential for students to succeed in the 21st century. These skills include critical thinking, creativity, communication, and collaboration, as well as technological, information, and financial literacy. (Zubaidah, 2016) Additionally, time management skills, emotional intelligence, and resilience are also considered important. Developing these skills in primary school is important because it equips students with the abilities necessary to be successful in future life and careers, as well as to adapt to the rapid changes in the digital era. (Ananiadou, 2009)

Education is the foundation of a nation's development, in facing global dynamics and technological developments, it is important for educational institutions, such as Cintawargi Elementary School in Tegalwaru District, Karawang Regency, to continue

to update learning methods to suit the needs of the times. Research on strategies for developing 21st Century Skills education through Ibnu Sina's thoughts at Cintawargi Elementary School is motivated by future challenges and needs. The Elementary School in Cintawargi Village is faced with the challenge of producing a generation of people who are ready to face the changes and demands of the times, technological advances and globalization require additional skills besides academic knowledge. Ibn Sina, as an Islamic figure, had thoughts that could be integrated with local values.(Prayogi, 2019).

This research can explore the potential of Ibn Sina's thinking as a basis for developing 21st century skills in the local environment of Cintawargi School. Through this development strategy, the Elementary School in Cintawargi Village, Tegalwaru District can create a learning environment that supports students' comprehensive development, preparing them to face the complexities and dynamics of life in the 21st century.

21st Century Skills are a series of abilities that the current generation needs to have to face challenges in the digital and globalization era, including learning skills, literacy skills and life skills. Through the integration of Ibn Sina's values and philosophical thinking into the learning approach, with a focus on developing critical and analytical thinking skills, as well as the use of the latest technology to support learning and development of 21st century skills, in line with Ibn Sina's principles that encourage exploration knowledge.

The success of implementing this strategy can be measured by increasing students' skills in critical thinking, creativity, collaboration, and having good digital literacy. Apart from that, involving various stakeholders, including parents and the community, will also support the achievement of 21st Century Skills learning objectives based on Ibnu Sina's thinking. Through innovative approaches like this, research on 21st Century Skills education strategies at Cintawargi Elementary School can provide a deeper understanding of the practical implementation of Ibnu Sina's thoughts in the context of modern education. The novelty of this research also lies in the strategic policy recommendations that will be produced in the development of 21st Century Skills education through the thoughts of Ibnu Sina as one of the figures of Islamic education.

The results of a preliminary study conducted on 05-27 January 2024 in Cintawargi Village, Tegalwaru District, Karawang Regency, can be seen that there is a problem with the lack of availability of human resources (teachers) and school infrastructure to support the implementation of 21st century skills development strategies in Cintawargi Elementary School, Tegalwaru District, Karawang Regency. Teachers do not have sufficient skills to use technology in learning, this problem causes learning at Cintawargi Elementary School to be less interesting and interactive.

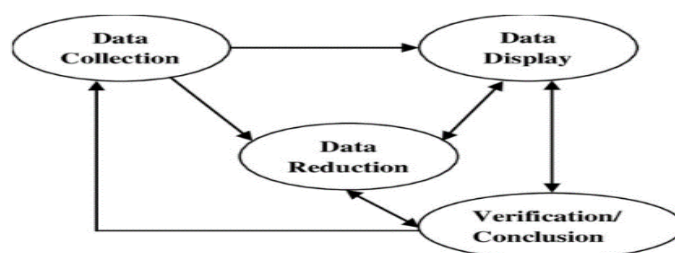
## **RESEARCH METHODS**

This research uses a qualitative descriptive method which will provide an overview of the conditions at the research site based on the reality at the research site.(Dharma, 2018).Meanwhile, the technique used to identify informants is

purposive sampling. Informants for this research include school principals, teachers, staff and students. The data collection techniques used in this research are observation, interviews and documentation. Data collection using observation techniques was carried out by going directly into the field, in this case to the Cintawargi Village Elementary School, Tegalwaru District, Karawang Regency, to see, monitor and analyze the various activities that occurred there. Meanwhile, interviews were conducted by meeting directly or indirectly (using media) with school principals, teachers, students and the community to explore in depth the data related to the problem being studied. The documentation technique is carried out by taking and collecting documents related to the facilities and infrastructure, activities or learning activities at the Cintawargi Village Elementary School.

Furthermore, the data analysis technique used is Milles and Huberman type analysis which divides analysis into data collection, data reduction, data display and conclusion drawing or verification.(Almansur, 2012, p. 322).

Data analysis technique



## RESULTS AND DISCUSSION

### Implementation of Ibn Sina's Thoughts at Cintawargi Elementary School, Tegalwaru District, Karawang Regency

This research aims to explore and evaluate the effectiveness of implementing Ibn Sina's thinking at the elementary school level in increasing students' understanding of philosophical concepts, developing critical skills, and increasing moral values. The research results show several significant findings:

1. Understanding Philosophical Concepts
  - a. Students demonstrate increased understanding of the philosophical concepts taught, such as logic, rationality, and the search for knowledge.
  - b. They are able to relate these concepts to everyday life and apply them in relevant contexts.
2. Critical Skills Development
  - a. The implementation of Ibn Sina's thinking has a positive impact on the development of students' critical skills, such as the ability to think analytically, draw conclusions and evaluate arguments.

- b. Students are more skilled in organizing arguments logically and solving problems with a systematic approach.
3. Strengthening Moral Values
  - a. Philosophical discussions about the moral values espoused by Ibn Sina, such as honesty, tolerance and justice, contribute to strengthening students' character.
  - b. They are better able to internalize these values in their daily behavior and interact with others in a more responsible attitude.

The findings of this research indicate that the implementation of Ibn Sina's thinking at the elementary school level has great potential in increasing students' understanding of philosophical concepts as well as developing critical skills and moral values. Concepts such as logic, rationality, and moral values promoted by Ibn Sina provide a strong foundation for holistic character education.

The importance of philosophical learning at the elementary school level lies in establishing a strong foundation for students' intellectual and moral development. Through philosophical discussions, students are invited to think critically, investigate fundamental questions about life, and reflect on important moral values.

However, implementing Ibn Sina's thoughts at the elementary school level also faces several challenges. One of them is the suitability of the curriculum and learning strategies with complex philosophical concepts. Therefore, a creative and integrated approach is needed to ensure the long-term success of this implementation.

Thus, this research provides a valuable contribution to our understanding of the potential and relevance of philosophical learning at the elementary school level. The implications of these findings can help design educational strategies that are more effective in developing students' character and critical skills in the future.

### **Strategy for increasing 21st Century Skills through implementing Ibnu Sina's thoughts at Cintawargi Elementary School, Tegalwaru District, Karawang Regency**

The strategy to increase 21st Century Skills through implementing Ibnu Sina's thoughts at Cintawargi Elementary School, Tegalwaru District, Karawang Regency is implemented through several activities, namely:

1. Improved Critical Thinking Skills
  - a. The implementation of Ibn Sina's thinking positively influences the development of students' critical thinking skills.
  - b. Students demonstrate better abilities in analyzing information, drawing conclusions, and constructing logical arguments.
2. Creative Skills Development
  - a. The philosophical concepts taught by Ibnu Sina encourage students to think creatively in solving problems.
  - b. They are more open to new ideas and are able to produce innovative solutions.
3. Improved Communication Skills

- a. Philosophical discussions about Ibn Sina's thoughts help improve students' communication skills.
  - b. They become more confident in expressing opinions and arguing effectively.
4. Formation of Ethics and Moral Values
- a. The implementation of Ibn Sina's thoughts also has a positive impact on the formation of students' character.
  - b. They better understand moral values such as honesty, tolerance and justice, and are able to internalize them in their daily behavior.

The findings of this research indicate that the implementation of Ibn Sina's thinking at Cintawargi Elementary School is effective in improving various aspects of students' 21st Century Skills. The philosophical concepts introduced by Ibn Sina, such as logic, rationality, and critical thinking, provide a strong foundation for the development of the desired skills to face the demands of the future.

The importance of philosophical learning at the elementary school level lies in establishing a strong foundation for students' intellectual, creative and moral development. Through philosophical discussions, students are not only invited to think critically, but also to reflect on the moral values that are important in their lives.

However, implementing Ibn Sina's thinking in elementary schools also faces several challenges, including the suitability of curriculum and learning strategies with complex philosophical concepts. Therefore, a holistic and integrated approach is needed to ensure the success of this implementation in the long term.

Thus, this research provides a valuable contribution to our understanding of the potential and relevance of philosophical learning at the elementary school level in improving students' 21st Century Skills. The implications of these findings can help design more effective and future-oriented educational strategies at Cintawargi Elementary School and other educational institutions.

### **Supporting and inhibiting factors Implementation of Ibn Sina's Thoughts at Cintawargi Elementary School, Tegalwaru District, Karawang Regency**

Supporting and inhibiting factors in implementing Ibn Sina's thoughts at Cintawargi Elementary School, Tegalwaru District, Karawang Regency can be divided into several aspects:

#### **1. Supporting factors**

- a. Readiness of Teachers and School Staff
  - 1) Teacher readiness in understanding and applying Ibn Sina's philosophical concepts is a key factor in successful implementation.
  - 2) Strong school staff support and involvement can also strengthen this implementation.
- b. School and Government Support
  - 1) Full support from the school, including the principal and teacher council, is very important to encourage this implementation.
  - 2) Support and policies from local governments can provide additional impetus in providing the necessary resources and infrastructure.

c. Parental and Community Participation

- 1) Active participation of parents in supporting philosophical education in schools can strengthen this implementation.
- 2) Support from the surrounding community, including social and cultural institutions, can also provide additional encouragement.

d. Resources and Infrastructure

- 1) The availability of resources, including books and learning materials relevant to Ibn Sina's thinking, will facilitate the implementation process.
- 2) Adequate infrastructure, such as comfortable classrooms and an organized library, can also support learning.

## 2. Inhibiting Factors

a. Lack of Teacher Understanding and Knowledge

- 1) Teachers' lack of understanding and knowledge about Ibn Sina's thoughts and how to integrate them into learning can be a major obstacle.
- 2) Regular training and mentoring is needed to increase their understanding.

b. Incompatibility of Curriculum and Learning Materials

- 1) A curriculum that is too dense and lacks conformity to philosophical concepts can hinder implementation.
- 2) Revision of the curriculum and development of more appropriate learning materials is needed.

c. Logistical and Resource Challenges

- 1) Limited resources, including budget and physical facilities, can be an obstacle to implementing this program effectively.
- 2) Efforts are needed to overcome these logistical challenges by identifying alternative resources and optimizing their use.

d. Resistance from Certain Parties

- 1) The existence of resistance or distrust from some parties, both within the school and from the outside environment, towards the implementation of Ibn Sina's thoughts can hinder the process.
- 2) Persuasive efforts and effective communication are needed to overcome this resistance.

By taking into account these supporting and inhibiting factors, schools can develop more effective strategies for implementing Ibn Sina's thinking in their education. Joint efforts from all relevant parties will help create a more productive and quality learning environment.

## CONCLUSION

This research provides an in-depth understanding of the potential for implementing Ibn Sina's thoughts in improving students' 21st Century Skills at Cintawargi Elementary School. By applying the right strategy, the implementation of Ibn Sina's thinking has proven effective in improving students' critical thinking, creativity, communication and problem solving skills. Philosophical discussions

about Ibn Sina's concepts have also contributed to the formation of students' character and the instillation of strong moral values.

The main conclusion from this research is that an educational approach based on philosophical thinking can be an effective means of developing the skills and characteristics needed by students to face future demands. The implementation of Ibnu Sina's thinking at Cintawargi Elementary School has opened up new opportunities to strengthen values-based education and integrate 21st century skills into the school curriculum.

However, this research also identified several challenges in implementation, such as lack of teacher understanding, curriculum incompatibility, and limited resources. Therefore, further efforts are needed to increase understanding, support appropriate curriculum development, and allocate adequate resources to ensure the sustainability of this program.

Overall, this research provides a valuable contribution to our understanding of the potential and relevance of implementing Ibn Sina's thoughts in the educational context at Cintawargi Elementary School, Tegalwaru District, Karawang Regency. The implications of these findings may help guide the development of more effective and future-oriented educational strategies, as well as provide a foundation for further research in this area.

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