
Catholic Religious Teacher Skills in Developing 21st Century Skills in Students at RK Deli Murni Delitua Senior High School

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Abstract: *This study aims to answer research problems regarding catholic religious teacher skills in developing 21st century skills in students at RK Deli Murni Delitua Senior High School. This study applies a descriptive method with a qualitative approach. This research is conducted at RK Deli Murni Delitua Senior High School from March to April 2023. The informants used in this study are 10 people, namely school principals, catholic religious teacher, peer teachers, and 7 students. Data collection techniques through observation, interviews, and documentation. Data are analyzed through the process of data reduction, data presentation, and research conclusions. The results of the study show that the skills of religion teachers in 21st century learning are divided into facilitating and inspiring student learning and creativity, designing and developing learning development, being a model and way of learning in the digital era, encouraging and being a model of responsibility and digital society, and participating in professional development and leadership. In the 21st century students are required to have skills such as communication, collaborative, critical thinking, and creativity. The process of implementing learning is divided into initial stages (pre-instructional), teaching stages (instructional), and evaluation and follow-up stages.*

Keywords: *Catholic Religious, Teacher, Skills, Students.*

1. INTRODUCTION

The modern era or what is known as the 21st century, is marked by rapid advances in science and technology. This development has an impact on various aspects, including education. In the 21st century schools are required to have the ability to think critically, creatively, collaborate, and communicate. If the school cannot implement these demands, the school will be far behind other schools (Septikasari, 2018). A new challenge for a teacher is to be able to use the right approach for



students with diverse characteristics and desires, so that they are interested in the teaching-learning process. A teacher must be able to know the needs of his students and create appropriate learning methods so that they can provide positive things. 21st century learning requires teachers and students to have 4C skills, which mean creativity, critical thinking, communication, and collaboration. The implementation of the 4C will have a major impact on students if it is really carried out in schools to form young people who will be useful for the nation and country in the future (Junedi et al., 2020). Teachers and students are expected to have these abilities to achieve educational goals. However, the implementation of 21st century learning which requires students to think critically, creatively, communicate effectively, and collaborate has not been successful. Learning is monotonous so it is not interesting for students to follow it. This is because teachers do not have the ability to manage classes, and do not have the ability to make creative learning. So students are also not challenged to think critically and creatively. This causes the implementation of 21st century learning not to go well (Septikasari, 2018). Teachers have not fully implemented 21st century skills in learning activities. This is because the teacher has limited knowledge of the 21st century learning concept. The teacher still uses the usual learning method, so it will affect ability. There are many teachers who have difficulty in developing new ways to choose effective learning media. As a result, students often find it difficult to understand the material taught by the teacher (Junedi et al., 2020). Some of the most significant challenges facing Indonesian education in implementing 21st century learning come from the quality of students and teachers (Chairunnisak, 2020). Catholic religious education is a way to increase understanding, skills, and develop children so that they have good character (Martinus, 2021). Even though learning Catholicism focuses on deepening the faith, learning Catholicism also requires students to think critically. It is hoped that 21st century skills can be applied in Catholic religious education through character education and the 2013 curriculum used (Daryanto, 2022). The ability of educators is very important for the success of 21st century skills. One of these abilities is knowledge, which includes mastery of subject matter and knowledge of teaching methods, knowledge of guidance, both Performance criteria, is the ability of educators to carry out various skills and behaviors, such as teaching skills, guiding, assessing, using props, associating, and communicating with students, as well as skills in preparing teaching preparations or teaching planning, are referred to as performance criteria, the three Product criteria, namely the ability of educators to evaluate the performance and development of students after being involved in the learning process (Junedi et al., 2020). Teachers should hold exercises so that they master how to teach well, fun, and not monotonous. This really needs to be held, so that in the learning process students are active and participate in it (Zakaria, 2021). As an educator, the teacher not only imparts knowledge to students, but creates a fun learning environment. As a result, teachers need to have essential skills to ensure that the learning process in the classroom runs well and is interesting for students (Yulianingsih and Lumban Gaol, 2019). In the learning process the teacher can use 4C skills. Material for implementing 21st century learning skills includes communication skills, collaboration, critical thinking and problem solving,



creative thinking, and innovation (Junedi et al., 2020). This study aims to answer research problems regarding catholic religious teacher skills in developing 21st century skills in students at RK Deli Murni Delitua Senior High School.

2. RESEARCH METHODS

This study applies a descriptive method with a qualitative approach. Qualitative approach is a research method used to study the natural conditions of an object with the researcher as the main instrument (Sugiyono, 2019). This research is conducted at RK Deli Murni Delitua Senior High School from March to April 2023. The research subjects are selected by purposive sampling. The informants used in this study are 10 people, namely school principals, catholic religious teacher, peer teachers, and 7 students. Data collection techniques through observation, interviews, and documentation. Researchers prepared research instruments in the form of interview guidelines to facilitate the research process and achieve maximum research objectives. Data are analyzed through the process of data reduction, data presentation, and research conclusions. Data analysis is carried out in stages starting from data transcripts, data identification, data classification, data interpretation as well as describing the data so as to produce conclusions from each research object.

3. RESULT AND DISCUSSION

Catholic Religious Teacher Skills in Learning 21st Century Skills at RK Deli Murni Delitua Senior High School: In 21st century teachers are required to have skills to support learning. The skills of religion teachers in 21st century learning are divided into:

Facilitating and Inspiring Student Learning and Creativity

The skills of this religious teacher have been described by informants ML, AK, MG, and supported by 7 other informants stating that the catholic religion teacher acts as a facilitator who can provide stimulus to students through learning strategies prepared by the religious teacher. Tarihoran (2019) states that learning in the 21st century era requires teachers to have high skills and abilities. To facilitate and inspire the learning process, teachers must have the ability to encourage and support students to think creatively in learning. Teachers also need to involve students actively in the learning process, so as to create a class atmosphere that is dynamic and not boring. Informants ML, AK, MG, and supported by seven other informants stated that in learning Catholic religion, teachers use instructional media such as books and presentations using power point to motivate student learning. Catholic religious teachers facilitate the needs and talents of students by first finding out the talents of each student. After that the teacher will develop it through exercises at school, such as practicing singing and playing music. In teaching catholicism, teachers use various models, methods, techniques, and learning media. The teacher uses a learning model based on personal experience. Learning methods such as lectures and discussions in



class. Learning techniques through question and answer and learning media in the form of books and power points. Teachers become role models for student discovery, creative, and innovative thinking by encouraging students to use digital resources, encouraging students to investigate problems using digital resources. As stated by Daryanto (2022) that teachers encourage students to demonstrate their understanding and thoughts through question and answer sessions and discussions in class. Encourage student reflection to collaborate and demonstrate student understanding, thinking, and creative processes. According to the informant, the teacher models collaborative knowledge construction, both face-to-face and virtual learning by always being involved in catholic religious learning.

Designing and Developing Learning Development Informants ML, AK, MG, and supported by 7 other informants stated that Catholic religion teachers created relevant learning by relating it to everyday life. As stated by Tarihoran (2019), teachers need to have the ability to design effective learning in order to improve students' creative thinking abilities. One way to achieve this is to create learning experiences that involve technology broadly, so as to arouse students' curiosity in participating in learning. It is important to strengthen students' curiosity so that they can recognize and overcome the various problems they face. Furthermore, ML, AK, MG, explained that teachers create interesting learning and provide learning experiences to students. They create a learning environment that is technologically advanced and provides useful information for students. In addition, the teacher also evaluates learning. As stated by Daryanto (2022) teachers must be able to create learning experiences for students and utilize digital resources to create a learning environment that is rich in technology.

Being a Model and Way of Learning in the Digital Era Informants

ML, AK, MG, and supported by 7 other informants stated that religious teachers understand technological developments by preparing learning materials through power points and using cellphones to provide information virtually to students. Hasibuan and Prastowo (2019) stated that technological developments have facilitated human access to information. Therefore, it is important for us to optimize technological developments in order to increase human resources in order to be able to compete in demonstrating the quality of a nation. Furthermore, ML, AK, MG, explained that religious teachers are proficient in technology systems, transferring knowledge to students through digitization systems, and collaborating with students in using digital resources. As stated by Ratnawati and Gumiandari (2021) that 21st century teachers must master information and communication technology and use various learning media to improve the quality and achievement of student learning. Teachers also need to understand technological developments well. Encouraging and Being a Model of Responsibility and Digital Society Informants ML, AK, MG, and supported by 7 other informants stated that religious teachers have good character and are role models for students. As stated by Wibowo and Maqfirotun (2016) that teachers are important learning actors in achieving educational goals in schools. School success depends on the role of the teacher. Therefore, the classroom teacher needs to have a strong



personality in order to be an example for students. Furthermore ML, AK, MG, explained that religious teachers educate students to be responsible and care for others, encourage students to use digital information technology, teach healthily, and encourage students and exemplify responsible social interaction. Daryanto (2022) states that teachers need to encourage, set an example, and teach in a healthy way. Educators need to meet a variety of learning needs by implementing learner-oriented learning strategies and providing adequate access to various digital learning resources.

Participating in Professional Development and Leadership

Informants ML, AK, ML, and supported by 7 other informants stated that catholic religion teachers investigate innovative technology applications that enhance learning by studying and making useful power points to attract students' attention in participating in learning. As stated by Hasibuan and Prastowo (2019) that the role of educators has enormous importance, because even though the curriculum and education system are very good, they cannot work without qualified educators. Quality educators are characterized by several characteristics, such as the ability to complete the learning process, professionalism, and ability to manage time. Furthermore ML, AK, MG, explained that religious teachers develop leadership skills with technology, and are professional in the use of digital resources.

Student Skills in Learning 21st Century Skills at RK Deli Murni Delitua Senior High School

In the 21st century students are required to have skills such as:

Communication

Informants ML, AK, ML, and supported by 7 other informants stated that students can carry out social communication such as the formation of self-concepts, statements of self-existence, and communication is for survival, fostering relationships, and obtaining happiness. As stated by Marfuah (2017) that communication cannot be eliminated in learning. This ability is very important for students to have in the teaching and learning process because it can help success and to facilitate students in expressing and exchanging information with teachers and classmates. Furthermore, ML, AK, MG, explained that students perform expressive communication functions by conveying and channeling thoughts in learning. This was also conveyed by Zakaria (2021) that fellow students must be able to communicate well with their group members and with the teacher in order to solve problems. Students must be able to accept the opinions of other students and accept those opinions without having to comment. Thus good communication between teachers and students and fellow students will run well. Furthermore, ML, AK, MG, explained that students also carry out ritual communication or religious activities together, carry out instrumental communication, namely informing and forming good attitudes and values. Septikasari (2018) said that good communication will also have a good impact on students. Therefore, the teacher must encourage students to communicate well and



use good words too. Marfuah (2017) said that by teaching students to be able to speak politely and politely it is also the task of an educator especially in learning catholic religion. So that the good characters emerge from each individual student.

Collaborative

Informants ML, AK, MG, and supported by 7 other informants stated that students could work well together through discussion in learning. Collaborative education is learning where students work together in groups or learning activities. It aims to increase students' knowledge and achieve learning goals. According to Septikasari (2018), it is important to collaborate so that students can explore deeper and more meaningful information. The teacher must be able to make students work in groups so that they can respect each other more and adjust to the group. Furthermore ML, AK, MG, explained that students have the ability to be flexible or adapt to others. Students have the responsibility to complete the assigned task. According to Amiruddin (2019) students in their groups share their respective tasks and are responsible for completing them. Then ML, AK, MG, explained that students are able to compromise on the tasks given, to make decisions so they can achieve good goals. Students have good communication with each other. Student relations between grades 10,11 and 12 went well.

Critical Thinking

Informants ML, AK, MG, and supported by 7 other informants stated that students were curious about various problems in learning. Curiosity arises because students think critically. According to Binti (2017), through critical thinking skills, students have the ability to manage, match, change, or straighten their thoughts, so that they can make more informed decisions in their actions. As stated by Rositawati (2019), critical thinking means not receiving complete information from the teacher. Instead, process the information in advance so that it can produce good decisions. Teachers must also be able to think critically so that they can provoke student thinking. Furthermore ML, AK, MG, explained that students have a desire to increase their curiosity by asking questions, have confidence in their own abilities, are able to consider opinions, respect other people's points of view, be careful in making decisions.

Creativity

Informants ML, AK, MG, and supported by 7 other informants stated that students think creatively seen during discussions, namely by asking and answering questions in class given by the teacher. According to Zakaria (2021), like critical thinking, creative thinking is also an important component in developing 21st century skills. The ability to think creatively allows a person to generate new ideas or creative ideas about something. As stated by Septikasari (2018), student creativity and innovation will grow if given the opportunity to think in new ways. Presenting product results is the culmination of students' ability to be creative and innovative as a 21st century skill. Furthermore, ML, AK, MG, explained that students are able to think innovatively by finding answers to the questions given. Able to develop an



innovative mindset and find new ideas and solutions. Students think in new ways when giving opinions. Students seek information through discussion in order to conclude questions or assignments given by the teacher.

Process of Implementing in Learning 21st Century Skills at RK Deli Murni Delitua Senior High School

The process of implementing learning is divided into:

Initial Stages (Pre-Instructional)

Informants ML, AK, MG, and supported by 7 other informants stated that in every lesson, religious teachers always start with a prayer led by students. After praying, the religion teacher checks student attendance (Haudi, 2021) saying that the teacher enters the pre-instructional stage when he starts the learning and teaching process. At the pre-instructional stage, teachers or students can be involved in prayer activities before learning, checking student attendance, and finding out the progress of learning in students. Furthermore ML, AK, MG, explained that the teacher always asked about the material that had been taught the previous week and asked students to answer it. Catholic religious teachers will briefly review previously taught material if many students do not remember it.

Teaching Stages (Instructional)

Informants ML, AK, MG, and supported by 7 other informants stated that catholic religion teachers prepared learning materials by compiling power points, choosing interesting learning topics, and using Catholic religion learning books. Before starting the lesson, the religion teacher has studied the material well to master it. According to Haudi (2021), At the teaching or core stage, the teacher provides lesson material that has been prepared beforehand. The teacher writes down the main points that will be discussed and explains the material that has been written. Furthermore, ML, AK, MG explained that the teacher gave students the opportunity to ask questions about things they did not understand, answer the questions asked, and give their opinions. The teacher trains students in critical thinking through question and answer sessions in class. To train students' creativity, religion teachers give assignments to them and encourage active involvement in answering questions in class. The teacher also provides opportunities for students to collaborate through discussions to find answers to the questions posed. Through these discussions, it can be seen that there is good communication between students as well as between students and teachers. Using props in the form of pictures presented in power point and providing a summary after discussing together.

Evaluation and Follow-Up Stages

Informants ML, AK, MG, and supported by 7 other informants stated that the teacher evaluates through daily tests in written form, question and answer orally during learning. As stated by Haudi (2021), the purpose of this stage is to determine the success rate of the teaching stage. The final activity in learning is interpreted not



only as a closing activity for learning, but also as an activity for assessing student learning outcomes and planning follow-up activities. Teachers must evaluate learning, provide exercises or assignments, and motivate students. Furthermore, ML, AK, MG, explained that teachers always give assignments to students after learning is over, motivate students to study hard and always close learning by praying together.

4. CONCLUSION AND SUGGESTION

The results of the study show that the skills of religion teachers in 21st century learning are divided into facilitating and inspiring student learning and creativity, designing and developing learning development, being a model and way of learning in the digital era, encouraging and being a model of responsibility and digital society, and participating in professional development and leadership. In the 21st century students are required to have skills such as communication, collaborative, critical thinking, and creativity. The process of implementing learning is divided into initial stages (pre-instructional), teaching stages (instructional), and evaluation and follow-up stages. The suggestion from this research is to maintain and improve the skills of 21st century teachers in learning catholic religion because it has been proven to improve students' skills in collaboration, communication, critical thinking, and creative thinking.

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