

21st CENTURY SKILL LEARNING IMPLEMENTATION IN CONSTRUCTION AND PROPERTY ENGINEERING VOCATIONAL SCHOOL IN THE SPECIAL REGION OF YOGYAKARTA

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ABSTRACT

The Decree of the Minister of Education and Culture Number 34 of 2018, mandates that the learning process at Vocational High School (VHS) must be able to provide opportunity for the development of 21st century skills, namely creative, innovative, critical thinking, problem solving, collaborative, and communicative to welcome the era of industrial revolution 4.0 era. This study aims to: (1) describe the level of teacher understanding of 21st century skills learning process, (2) describe the level of implementation of 21st century skills learning in VHS of Construction and Property Engineering, and (3) identify supporting and inhibiting factors in the implementation of 21st century skills learning at the VHS of Construction and Property Engineering in the Special Region of Yogyakarta.

This research is an evaluation research conducted through a survey. The population of this study were teachers of State of VHS in the Construction and Property Engineering program in the Special Region of Yogyakarta. A total of 41 teachers were taken as samples, with details: teachers of the basic subject area of expertise (group C1), as many as 12 teachers; teachers of the basic subject of expertise program (group C2), as many as 13 teachers; and teachers of skill competency subject (group C3), as many as 16 teachers. Data collection was carried out using closed and semi-open questionnaires. Data analysis was performed using descriptive analysis techniques, both quantitatively and qualitatively. The results show that: (1) Approximately 60% of teachers have received 4C learning training, understanding of 4C learning process in a good category, and almost all teachers who have attended the training wish to apply 4C learning; (2) The level of implementation of learning process to develop 4C skills (critical thinking, creativity, collaboration, and communication skills) at the VHS of Construction and Property Engineering in the Special Region of Yogyakarta is in good enough category; (3) The obstacles by the teacher in implementing 4C learning included: (a) had never attended 4C learning training, (b) did not understand about 4C learning; (c) the school has not provided facilitation and assistance to implement 4C learning process; (d) SMK teachers, especially productive teachers, have quite a lot of workloads, and the academic abilities of SMK students are less supportive; and (4) the efforts made by the school to support the implementation of 4C skills learning are: (a) preparing facilities and infrastructure; (b) hold a workshop on the preparation of lesson plans for 4C learning process; (c) obliging teachers to implement 4C learning process; (d) providing 4C learning training for teachers; (e) establish school policies to support the implementation of 4C learning process; and (f) provide consultation / guidance services to teachers on 4C learning process.

Kata Kunci: *Implementation of 4C Learning Process*