

THE IMPLEMENTATION OF BCBL MODEL ON INTEGRATED ECONOMIC EXPLORATION TO DEVELOP XXI CENTURY SKILLS

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ABSTRACT

This paper aims to find out how the application of the Brain Collaborative Based Learning (BCBL) learning model on Integrated Economic Exploration material to develop XXI Century Skills of Class X-3 MAN 1 Banda Aceh students. The application of this learning model involved 39 students. The achievement of learning targets for Integrated Economic Exploration material using the Brain Collaborative Based Learning (BCBL) learning model still varies. This learning model increases student motivation in the literacy of integrated economic exploration material on environmental, social and religious moderation issues. The absorption and target achievement of the curriculum on integrated economic exploration material with the target achievement of 21st century skills is 92.31%. Three out of thirty-nine students in class X-3 did not meet the completeness of the learning objective achievement criteria score (KKTP: 78-80). The Brain Collaborative Based Learning (BCBL) learning model is believed to be able to contribute to the development of XXI century generation skills in welcoming the Sustainability Development Goals.

Keywords: Brain Collaborative Based Learning, Integrated Economic Exploration, 21st Century Skills

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INTRODUCTION

The implementation of Merdeka Curriculum (IKM) launched by the government aims to develop learning potential in accordance with the needs of the 21st century society. The 21st century generation is required to have various skills that can keep up with the rapid advancement of information technology. Scoular (2020) argues that education should focus on

supporting students to develop a set of globally recognized competencies and skills. The Global Partnership for Education (2020) states that the 21st century skills needed by the 21st century generation are creativity and innovation, critical thinking, problem solving, decision making, metacognition, communication, collaboration, ICT literacy, citizenship (local and global), life and career skills, and cultural awareness. In Indonesia, 21st century skills have become one of the focuses in learning, as stated in Permendikbud No. 21 of 2016 which reveals that one of the descriptions of the core competencies for secondary level education, students must be able to demonstrate effective, creative, productive, critical, independent, collaborative, communicative and solution skills in the concrete and abstract domains related to the development of what they learn at madrasah.

Learning in the 21st century uses a student-centered learning approach, students must be taught to be able to collaborate with others, subject matter needs to be linked to the real world. The Ministry of Religious Affairs has begun to introduce the concept of 21st Century science learning by organizing the Madrasah Science Competition (KSM), where one of the competed fields is Integrated Economics which has a sub-competition on exploration. KSM encourages madrasahs across Indonesia to teach exploration-integration material. The problem that is often faced in Integrated Economic Exploration material is the relatively limited ability of teachers to teach this material. Integrated Economic Exploration material combines economic cases with issues of Sustainability Development Goals (SDGs), namely social, environmental issues, and religious moderation values launched by the government. Teachers must be able to design Economics learning materials with this combination. The problem that occurs in designing this material is that teachers and students feel uncomfortable with the Integrated Economic Exploration material because one of the learning models that can be applied to solve student and teacher problems in the learning process of Integrated Economic Exploration material is brain development-based learning and optimizing students' potential. Through this learning model, students can be trained to think about solving problems according to their potential (Aprullah et al.,2023).

Based on the experience of learning Economics at MAN 1 Banda Aceh, it shows that during economic learning, students rarely do group learning, the activities that students often do are rewriting material written by the teacher on the blackboard, watching the teacher lecture, and doing practice questions that are already available in the student handbook. The activities carried out by students have not trained 21st century skills. In the rewriting activity (copying the material) students have very little opportunity for collaboration and communication. In addition, the activity of doing exercises that are conceptual in nature results in students only being able to memorize theories. Learners are not accustomed to doing exploration in solving contextual economic problems by integrating with social issues, the environment, religious moderation, and Islamic values in accordance with learning materials and related to daily life. Learners will get used to collaborating, communicating, and thinking critically in solving problems. Choosing the right learning model can affect the economic learning objectives to be achieved. Development of students integrated economic exploration skills by applying the Brain Collaborative Based Learning (BCBL) learning model regularly. The BCBL learning model is an effort to develop students' brain abilities to develop and optimize their potential. The BCBL learning model can optimize students' understanding process because the process in this learning model is brain-based so that it can hone students' level of Integrated Economic Exploration.

RESEARCH METHOD

This study is a qualitative best practice research used to collect and process data on best practices in learning management. Nyumba, et.al (2018) explained that this research method

aims to identify and understand best practices or best methods that exist in a particular field or industry by exploring and analyzing practices that have proven effective or successful in achieving certain goals. The population in this study were MAN 1 Banda Aceh students. The research sample was the students of X-3 MAN 1 Banda Aceh, totaling 39 students. The reason for choosing this class as a research sample is the diverse characteristics and learning styles of students. This class is a superior class where students have average intellectual abilities, so it is easier to see the development of the learning process. Data collection techniques were carried out by observation, face-to-face interviews and data collection of activity assessments and student learning outcomes test results by documenting each stage of student learning activities. Research data processing was carried out using the Microsoft Excell application by looking at the minimum value, maximum value, average value, absorption analysis and curriculum achievement targets.

RESULT AND DISCUSSION

The results section reports the research findings data. Use a histogram or graph or table to describe the findings data. Each should be given a brief and informative title, serial number and referred to in the text by number (e.g. table 1, etc.). Each illustration is given an explanation and interpretation or conclusion of the data in the image or table.

The discussion is a very important part, containing an in-depth discussion of the findings and the researcher's interpretation of the findings, through an explanation of what are the main findings based on the data obtained, why it happened or what factors played a role in the findings. In this section, the findings are compared with previous research and relevant theories, accompanied by an explanation or interpretation of why the same or different results were obtained.

The Integrated Economic Exploration material is one of the most difficult materials in the Integrated Economic KSM exam organized annually by the Ministry of Religious Affairs of the Republic of Indonesia. Teachers and students find it difficult to understand this exam material because the Integrated Economic Exploration material combines Economic concepts with social issues, science, mathematics, the environment, and Islamic values which are sometimes presented in Arabic and English. The substance of the Integrated Economic Exploration materials encourages teachers and students to increase their literacy-numeracy power and interest. Literacy and numeracy skills are resources that teachers and students must have in developing 21st century skills.

MAN 1 Banda Aceh set high achievement targets for students and supervising teachers to achieve the best achievements in the KSM event as a manifestation of the 21st century learning concept. Therefore, the introduction of Integrated Economic Exploration materials must be introduced in regular learning in the teaching and learning process. We believe that the best achievements are born from a learning process in the classroom. However, the ironic condition that we have to face, students have low literacy and numeracy power and interest so it requires a learning model design that motivates students to increase their interest and literacy power. Choosing the right learning model will be a determining factor in the success of the teaching and learning process in the classroom. Integrated Economic Exploration Learning is important to be implemented in the independent curriculum of social studies subjects with the theme of Economics. Integrated Economic Exploration Learning as a form of character development of the Pancasila student profile (P3) and the rahmatan lil'alamain student profile (PPRA). Integrated Economic Exploration contextualises the concept of Economics with social issues, science, mathematics, the environment, and Islamic values that are in students' daily lives.

One of the scientific approaches taken is the development of a brain collaborative based learning model in the learning process of Integrated Economic exploration. The development of the Brain Collaborative Based Learning (BCBL) learning model in the Integrated Economic Exploration learning process will provide a collaborative learning experience in interpreting concepts and integrating with social issues, science, mathematics, the environment, and Islamic values in solving economic problems that occur in people's lives. The application of the Brain Collaborative Based Learning model is able to develop 21st century skills which include the ability to think critically, communicate, creatively, and collaborate students in class X-3 MAN 1 Banda Aceh for Integrated Economic exploration material. Student achievement in learning Integrated Economic exploration material using the brain collaborative based learning model with the target achievement of skills. The result of study explains below:

Table 1: The Result of Study

No	Skill XXI Century	Max	Min	Average
1	Critical Thinking	96	75	84,5
2	Communication	90	75	83,2
3	Collaboration	96	79	86,6
4	Creativity	96	75	85,9

Based on the table above, in terms of learning quality, there are still variations in the achievement of learning targets for integrated economic exploration material using the Brain Collaborative Based Learning (BCBL) learning model. The highest student score in critical thinking was 96, the lowest score was 75, and the average score was 84.5. The highest score of students in communicating was 90, the lowest score was 75, and the average score was 83.2. The highest score for collaboration was 96, the lowest score was 79, and the mean score was 86.6. The highest student score for idea creativity skills was 96, the lowest score was 75, and the average score was 85.9. Based on the absorption analysis (attached), the absorption and target achievement of the curriculum on the integrated economic exploration material with the target achievement of 21st century skills is 92.31%. Three out of thirty-nine students in class X-3 did not meet the completeness of the learning objectives achievement criteria score (KKTP: 78-80). The effectiveness of implementing the Brain Collaborative Based Learning (BCBL) learning model using text narratives is highly dependent on students' literacy levels and interests. The main weaknesses of some X-3 students in the teaching and learning process with Brain Collaborative Based Learning (BCBL) are students' interest and literacy power and lack of learning resources/media. Teachers need to provide assistance and strengthen students' literacy skills.

In the aftermath of the COVID-19 pandemic, students and teachers have experienced a large loss of knowledge and skills (learning and teaching loss). This condition requires time to restore student motivation and learning patterns. Some students who joined class X-3 did not have a handbook / reading, students tend to be lazy to read and think. Students are very interested in learning instantly and quickly. This condition makes it difficult for teachers to present contextual and factual learning because individual student learning insights are still lacking.

Restrictions on the use of Smartphone devices for students become an obstacle for students in learning contextual and factual materials that can be accessed through Smartphones. The use of Smartphone is still a paradox in learning. Some students use Smartphones in learning programmed to play online games. These things become obstacles in the use of online-based learning media in developing XXI century skills at MAN 1 Banda Aceh to the fullest.

The establishment of MAN 1 Banda Aceh as an Academic Excellence Madrasah along with 53 Madrasah Aliyah was confirmed through the Decree of the Directorate General of Islamic Education number 1834 of 2021 concerning the Determination of Academic Excellence Madrasah. Academic excellence madrasahs are required to apply learning technology and develop research, science olympiads, knowledge and science, and religion. Following up on the Decree of the Director General of Islamic Education number 1834 of 2021 concerning the Determination of Excellent Madrasahs in the Academic Field, MAN 1 Banda Aceh has innovated by developing a quality improvement programmed for MAN 1 Banda Aceh.

Since the 2023/2024 academic year, MAN 1 Banda Aceh has implemented the Merdeka curriculum for grade X students. The implementation of the Merdeka Curriculum encourages teachers to develop learning models that can increase students' active participation in the teaching and learning process. As a madrasah of academic excellence, MAN 1 Banda Aceh has better quality students and teachers than regular madrasah. The application of the Brain Collaborative Based Learning (BCBL) learning model on Integrated Economic exploration material in developing 21st century skills can be carried out by all subject teachers which can begin with a socialization process, compiling lesson plans, compiling student worksheets, and introducing learning media. Teachers can stimulate students' literacy interest by using online-based learning media. Teachers can always encourage students to read and review reading materials.

The Brain Collaborative Based Learning (BCBL) learning model can be synergized with project and problem-based learning. Strengthening the character and spirituality of students must absolutely be done by all teachers in presenting learning materials in building a filter for the unlimited use of information and communication technology media. The use of information and communication technology media is an alternative learning source for students in implementing the Brain Collaborative Based Learning (BCBL) learning model so that students will be able to reconstruct knowledge based on a variety of learning sources obtained from online learning media.

CONCLUSION

This section contains conclusions which are answers or confirmations of the findings as well as aspects of the novelty of the findings, as well as the implications for practice and subsequent theory development. The quality of learning in the classroom is highly dependent on students' interest in digging up information from learning materials. Teachers play an active role in fostering student learning motivation through learning models. The Brain Collaborative Based Learning (BCBL) learning model is able to develop 21st Century skills which include critical thinking, collaboration, communication, and creative skills of class X-3 MAN 1 Banda Aceh students in learning Integrated Economic Exploration material using text narratives. The achievement of learning targets for Integrated Economic Exploration material using the Brain Collaborative Based Learning (BCBL) learning model still varies. Based on the analysis of absorption, absorption and curriculum achievement targets on integrated economic exploration material with a target achievement of 21st century skills of 92.31%. Three out of thirty-nine students in class X-3 did not meet the completeness of the learning objectives achievement criteria score (KKTP: 78-80).

The effectiveness of implementing the Brain Collaborative Based Learning (BCBL) learning model is highly dependent on students' literacy level and interest. The main weaknesses of some X-3 students in the teaching and learning process with Brain Collaborative Based Learning (BCBL) are students' interest and literacy power and lack of learning resources/media. Teachers need to provide assistance and strengthen students' literacy skills by using visual media that attract students' attention.

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