

## Challenges and Opportunities in Implementing the 21st Century Skills Learning Model for Fiqh Subjects

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### Abstrak

*Pada era globalisasi, pendidikan dituntut untuk beradaptasi dengan perkembangan zaman. Salah satu caranya dengan menerapkan model pembelajaran abad ke-21. Model ini dapat diterapkan dalam mata pelajaran fiqh untuk membantu siswa memahami dan mengamalkan ajaran Islam secara lebih mendalam dan kontekstual. Penelitian ini bertujuan untuk menganalisis peluang dan tantangan model pembelajaran berbasis keterampilan abad ke-21 dalam mata pelajaran fiqh. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian library research dan tehnik pengumpulan data adalah analisis isi. Hasil penelitian menunjukkan bahwa model pembelajaran abad ke-21 memiliki banyak peluang untuk meningkatkan kualitas pembelajaran fiqh. Namun, penerapan model ini juga memiliki beberapa tantangan, seperti membutuhkan persiapan guru, dan perubahan mindset siswa. Kesimpulannya, model pembelajaran abad ke-21 memiliki potensi untuk meningkatkan kualitas pembelajaran fiqh. Dengan mengatasi berbagai tantangan, model ini dapat menjadi alat efektif untuk membantu siswa menjadi generasi yang cerdas, berakarakter, dan siap menghadapi tantangan masa depan.*

**Kata kunci :** Model pembelajaran, Keterampilan abad ke-21, Fiqh, Peluang, Tantangan.

### Abstract

*In the era of globalization, education is required to adapt to the times. One way is by applying the 21st century learning model. This model can be applied in fiqh subjects to help students understand and practice Islamic teachings in a more in-depth and contextual way. This study aims to analyze the opportunities and challenges of the 21st century skill-based learning model in fiqh subjects. This study uses a qualitative approach with the type of library research and the data collection technique is content analysis. The results of the study show that the 21st century learning model has many opportunities to improve the quality of fiqh learning. However, the implementation of this model also has several challenges, such as requiring teacher preparation, and changing the mindset of students. In conclusion, the 21st century learning model has the potential to improve the quality of fiqh learning. By overcoming various challenges, this model can be an effective tool to help students become a generation that is intelligent, characterful, and ready to face future challenges.*

**Keywords:** Learning models, 21st century skills, Fiqh, Opportunities, Challenges.

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## INTRODUCTION

The 21st century marks the beginning of significant changes in all aspects of life, including education. In this era of rapid technological advancement, students are required to possess strong skills to navigate various challenges and opportunities in the future. One of the most essential skill sets needed today is known as 21st-century skills, which include critical thinking, communication, collaboration, and creativity. Based on this need, the government, through the Ministry of Education, has reformed Indonesia's learning models. Traditionally, the learning process has been predominantly lecture-based, but now the government has introduced an active learning approach. This new model emphasizes student engagement, shifting the focus from teacher centered instruction to student-centered learning<sup>1</sup>. In the context of Islamic education, these skills must be instilled in students through the study of Fiqh. Fiqh is a fundamental subject in Islamic education that explores Islamic legal rulings related to various aspects of life. Contextual and applicable Fiqh learning plays a crucial role in equipping students with the knowledge and skills necessary to thrive in the era of globalization.

The implementation of 21st-century skills based learning models in Fiqh subjects in Indonesia is still in the developmental stage. This is marked by several realities and challenges. First, many teachers still lack a deep understanding of the concepts and implementation of 21st-century skills based learning in Fiqh education. This results in difficulties in designing and conducting effective and meaningful learning experiences for students. Second, there is a limited availability of learning media and information technology that supports 21st-century skills-based learning for Fiqh subjects. Many schools and madrasahs still face restricted access to the internet and technological devices. Third, support from schools, madrasahs, and parents for the implementation of 21st-century skills-based learning in Fiqh education remains suboptimal. Additionally, there is a lack of coordination and collaboration among stakeholders to realize effective 21st-century

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<sup>1</sup> Happri Novriza Setya Dhewantoro and Supardi, "Pembelajaran Berbasis Keterampilan Dalam Menjawab Tantangan Pendidikan Abad 21," *Prosiding Webinar Nasional Dewan Pengurus Pusat Ikatan Alumni Universitas Negeri Yogyakarta Dalam Rangka Dies Natalis Ke-58 Uny*, 2022, 117–28.

skills-based Fiqh learning. Fourth, the development of effective assessment instruments to measure the achievement of 21<sup>st</sup> century skills-based learning in Fiqh remains a significant challenge. Assessing aspects such as critical thinking, communication, collaboration, and student creativity is particularly difficult. Fifth, many educators still prefer traditional lecture based teaching methods, where the learning process is predominantly teacher centered. As a result, students are not yet able to fully master 21<sup>st</sup> century skills<sup>2</sup>.

Based on the research theme, several previous studies are relevant to this topic. A study conducted by Mashudi, titled *"Modern Learning: Equipping Students with 21<sup>st</sup> Century Skills,"* found that to face the challenges of globalization and the 21st century characterized by rapid advancements in technology and information students need to be equipped with various skills to support their lives and enable them to thrive in the era of Industry 5.0. The essential skills students must possess include critical and creative thinking, effective communication, innovation, problem-solving, and collaboration. Learning processes in the 21st century should be designed to meet the competencies required for students to navigate their future successfully<sup>3</sup>. Another study by Nurin Ainani Arifah, titled *"Implementation of 21st-Century Learning Skills Oriented Towards the Merdeka Curriculum through the Strengthening of the Pancasila Student Profile Project in Elementary Schools,"* explores the planning, implementation, and evaluation of the Pancasila Student Profile project in applying 21st-century learning skills based on the Merdeka Curriculum in elementary schools<sup>4</sup>. The study found that integrating 21st-century learning skills into the project was feasible by incorporating the 4C framework: Critical Thinking, Creativity, Collaboration, and Communication. Additionally<sup>5</sup>,

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<sup>2</sup> I Wayan Redhana, "Mengembangkan Keterampilan Abad Ke-21 Dalam Pembelajaran Kimia," *Jurnal Inovasi Pendidikan Kimia* 13, no. 1 (2019).

<sup>3</sup> Mashudi Mashudi, "Pembelajaran Modern: Membekali Peserta Didik Keterampilan Abad Ke-21," *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)* 4, no. 1 (2021): 93–114, <https://doi.org/10.23971/mdr.v4i1.3187>.

<sup>4</sup> Nurin Ainani Arifah and Ratnasari Diah Utami, "Implementasi Keterampilan Pembelajaran Abad 21 Berorientasi Kurikulum Merdeka Melalui Proyek Penguatan Profil Pelajar Pancasila Di Sekolah Dasar," *Muallimuna: Jurnal Madrasah Ibtidaiyah* 9, no. 1 (2023): 27, <https://doi.org/10.31602/muallimuna.v9i1.10990>.

<sup>5</sup> Meyniar Albina et al., "Model Pembelajaran Di Abad Ke 21," *Warta Dharmawangsa* 16, no. 4 (2022): 939–55, <https://doi.org/10.46576/wdw.v16i4.2446>.

another study titled "*Learning Models in the 21st Century*" provides a comprehensive analysis of 21st-century learning methodologies.

Based on the background of the problem and the literature review, several research gaps can be identified that require further study. Firstly, there is a lack of comprehensive research integrating 21<sup>st</sup> century skill learning theories with the practice of Fiqh education at the school level. Secondly, while many studies focus on identifying challenges, they often fall short in providing concrete solutions or alternative problem-solving strategies. Additionally, there is a lack of studies on the factors influencing the successful implementation of 21<sup>st</sup> century skill-based learning models in Fiqh education, both from internal and external perspectives. Furthermore, comprehensive evaluation is still lacking, as assessments of learning model implementation often focus solely on cognitive aspects, neglecting affective and psychomotor dimensions. This research is particularly significant because, despite similarities with previous studies mainly in discussing 21<sup>st</sup> century skill based learning there is a key distinction. To date, no research has explicitly and comprehensively examined both the opportunities and challenges in implementing 21<sup>st</sup> century skill-based learning, especially within the context of Fiqh education. Many studies tend to focus on specific aspects, such as the use of technology in Fiqh learning, without addressing the broader challenges and opportunities comprehensively. Although some studies discuss 21<sup>st</sup> century skills, very few specifically focus on Fiqh education. Moreover, most of these studies have been conducted in different settings, making their findings not necessarily applicable to the Indonesian context.

## **METHODS**

This study employs a qualitative approach to explore in depth the challenges and opportunities of implementing a 21<sup>st</sup> century skills-based learning model in Fiqh subjects in Indonesia. The qualitative approach was chosen because it allows for a more detailed and holistic understanding of individual experiences and perspectives. This approach often yields findings that cannot be obtained through statistical procedures or other quantification techniques. The emphasis of the

qualitative approach is on gaining a deep understanding of the research topic through data collection, which is then systematically analyzed by the researcher<sup>6</sup>.

The type of research used in this article is library research. Library research is a research method conducted by collecting, analyzing, and interpreting data from various sources, such as books, journals, articles, research reports, and other documents relevant to the studied topic<sup>7</sup>. This research does not involve direct data collection in the field but instead relies on existing and documented data. The discussion in this study is based on a literature review, where relevant information is gathered to gain a comprehensive understanding of the topic being examined, namely the opportunities and challenges in implementing 21<sup>st</sup> century skill-based learning methods in Fiqh subjects. In this library research, data is collected using the documentation technique, which involves obtaining data related to the topic from records, transcripts, books, scientific journals, textbooks, research reports, and similar sources. This data already exists, whether published or unpublished, and is relevant to the opportunities and challenges in implementing 21<sup>st</sup> century skill based learning methods in Fiqh subjects. The literature reviewed in this study is limited to publications from the past ten years.

Data analysis is conducted using content analysis, a research technique used to examine and interpret the content of communication. In research, it is often employed to analyze qualitative data such as text, images, audio, or video, which can originate from various sources, including documents, interviews, social media, or other cultural products. Content analysis is carried out in six stages: (1) sampling selection, which involves choosing relevant data samples that align with the research objectives; (2) category formation, where categories or codes are developed to classify the data, which may be thematic, semantic, or syntactic; (3) data coding, which entails classifying the data into predefined categories, either manually or using content analysis software; and (4) data analysis, where the coded data is examined using descriptive or inferential statistical techniques.

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<sup>6</sup> San Putra et al., *Metode Penelitian Kualitatif (Teori Dan Panduan Praktis Analisis Data Kualitatif)*, 2023.

<sup>7</sup> L. J. Moleong, *Metode Penelitian Kualitatif (Issue Metode Penelitian Kualitatif)*, PT Remaja Rosda Karya, vol. 2, 2007.

## **RESULTS AND DISCUSSION**

The implementation of 21<sup>st</sup> century skills-based learning in Fiqh education presents several challenges. One of the main challenges is the need for a shift in teachers' mindsets, as they must transition from traditional teaching methods to a more student centered approach that emphasizes skill development. Additionally, the lack of adequate infrastructure and resources, such as technological devices, internet access, and digital learning materials, can hinder effective implementation. Another significant challenge is the limited understanding among teachers regarding 21<sup>st</sup> century skills, highlighting the need for proper training and professional development. Furthermore, the current Fiqh curriculum may not fully accommodate this learning approach, necessitating adjustments in both content and assessment methods. Lastly, students' varying levels of digital literacy pose an additional obstacle, as not all learners may be equipped to engage with technology-integrated learning effectively. Despite these challenges, the implementation of 21<sup>st</sup> century skills-based learning in Fiqh education also offers numerous opportunities. This approach has the potential to enhance student motivation and engagement by making learning more interactive, relevant, and appealing. Additionally, it fosters the development of essential 21<sup>st</sup> century competencies, such as critical thinking, communication, collaboration, problem-solving, and creativity, which are highly relevant in today's world. By integrating these skills into Fiqh education, students can develop a deeper understanding of Fiqh concepts and learn how to apply them in their daily lives. Moreover, this learning method helps prepare students for future challenges by equipping them with the necessary skills to thrive in the digital era. Ultimately, the effective implementation of 21<sup>st</sup> century skills-based learning can significantly enhance the overall quality of Fiqh education, ensuring that students receive a more comprehensive and future-oriented learning experience.

### **21st Century Skills-Based Learning**

The 21st Century Skills Based Learning Model emphasizes active, student centered, and problem oriented learning. In this model, students are encouraged to become independent learners, take responsibility for their own learning, and adapt to changes. Moreover, 21<sup>st</sup> century skills-based learning is an approach focused on

developing the skills that students need to succeed in the 21st century. One of the important reasons why 21<sup>st</sup> century skills-based learning should be implemented is data from ASEAN 2014, which reports that Indonesia is currently a top destination for foreign investment, even having the highest percentage compared to other ASEAN countries. While this is promising, the survey also reveals a concerning fact: the average workforce skills in Indonesia are considered lacking. If this issue persists, Indonesian workers will face difficulty competing with foreign workers who are more skilled and specialized in their fields. Therefore, a learning program is needed to equip students with skills aligned with the changing times. Overall, the presence of technology in the workforce has had a significant impact, presenting new opportunities and challenges. It is crucial for individuals and organizations to continue learning and adapting in order to maximize the benefits of technology and minimize its negative impacts. Indonesia now requires more skills to succeed in the face of the intense competition of the 21st century<sup>8</sup>.

The 21st century skills are generally grouped into the 4Cs. These include Critical Thinking and Problem Solving, which is the ability to analyze information, evaluate arguments, and develop creative solutions to complex problems. Communication and Collaboration involves the ability to communicate effectively, both verbally and in writing, and to collaborate with others to achieve shared goals. Creativity and Innovation refers to the ability to generate new and original ideas and apply them to solve problems and create new opportunities. Lastly, Digital Literacy encompasses the ability to use information and communication technology responsibly, safely, and effectively to access, process, and disseminate information<sup>9</sup>.

There are several key characteristics inherent in 21<sup>st</sup> century learning models, including the following: First, student centered, where students are actively engaged in the learning process and take responsibility for their own learning. Second, problem-oriented, meaning that the learning process focuses on solving real and contextual problems. Third, skilled and wise in using technology, where

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<sup>8</sup> S Zubaidah, "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran. Online," no. 2 (2020): 1–17.

<sup>9</sup> R. K. Widodo, S., & Wardani, "Mengajarkan Keterampilan Abad 21 4C (Communication, Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation) Di Sekolah Dasar. MODELING: Jurnal Program Studi PGMI, 7(2), 185–197." 7, no. September (2020): 185–97.

technology is utilized to enhance learning and provide students with access to a broader range of information and resources. Fourth, collaborative, where students work together in groups to complete tasks and projects. Fifth, flexible, meaning that the learning model can be adapted to meet the individual needs and learning styles of students. Sixth, authentic assessment, which emphasizes assessments that measure students' abilities holistically, not just rote memorization. Assessments may be conducted through presentations, portfolios, or observations of students' ability to apply the knowledge and skills they have learned. Seventh, lifelong learning, meaning that the 21st-century learning model instills a lifelong learning attitude in students. Students are encouraged to continue learning and developing independently. Eighth, adaptability skills, where the ability to adapt is crucial in the 21st century. This learning model is expected to help students develop such skills. Meanwhile, there are many different types of 21<sup>st</sup> century learning models, some of which are as follows:

#### **A. Project Based Learning**

Project Based Learning (PBL) is a student centered teaching method where students engage in in-depth investigations of a particular topic. Students actively build their own knowledge through research, problem-solving, and creating a final product. It can also be implemented with students working in groups to complete authentic projects that involve problem-solving, research, and applying knowledge in real-world contexts. There are several key characteristics of PBL. First, it is student centered, meaning students take responsibility for their own learning and make decisions on how to complete the project. Second, it focuses on a question or problem, starting with an engaging and challenging question that the students want to explore. Third, it involves in-depth investigation, with students engaging in extensive research to find solutions to the problem. Fourth, it emphasizes collaborative learning, where students work together in groups to complete the project. Fifth, it results in a final product, where students produce a tangible outcome, such as a report, poster, model, or presentation.

Some benefits of PBL include making learning more engaging and meaningful for students, thus increasing their motivation and involvement in the learning process. Students learn actively and deeply, which helps them understand concepts better and develop key skills such as critical thinking, problem-solving, communication, collaboration, and creativity. It equips students with the skills needed to succeed in the 21st century, such as adaptability, flexibility, and initiative. Additionally, PBL helps students learn how to apply their knowledge and skills in real-world situations. Finally, it teaches students to take responsibility for their own learning, boosting their confidence and independence.

## **B. Problem Based Learning**

Problem Based Learning (PBL) is a student centered teaching strategy in which students actively engage in solving complex real world problems. PBL emphasizes the development of critical thinking, problem solving, and collaboration skills. It is often confused with Project Based Learning (PBL), even though the two methods share some similarities, there are key differences. Problem Based Learning (PBL) focuses more on solving real-world problems, while Project Based Learning (PBL) focuses on completing a project that results in a final product. Problem Based Learning (PBL) is an effective teaching method for increasing student motivation and engagement, as well as helping them develop crucial skills for the 21st century.

Problem Based Learning needs to be implemented because, in an era full of change and disruption, the ability to solve problems and think critically is key to success. PBL equips students with these skills, preparing them to face future challenges. Furthermore, students are more motivated to learn when they are engaged in a learning process that is meaningful and relevant to their lives. PBL provides real-world contexts for learning, allowing students to see the direct benefits of what they are learning. Another reason is that PBL encourages students to develop various essential skills, such as: critical thinking, where students can analyze information, evaluate arguments, and solve problems logically and systematically; communication, where students can express ideas and thoughts effectively, both orally and in writing, in various contexts;

collaboration, where students can work effectively with others, value differences, and achieve common goals; creativity, where students can generate new ideas, think outside the box, and produce innovative work; and problem-solving, where students can identify problems, find creative solutions, and apply them effectively.

### **C. Collaborative Learning**

Collaborative learning is a teaching method where students work together in small groups to achieve shared learning goals. It differs from cooperative learning, which has a more structured approach and clearer role assignments within the group. The concept of collaborative learning focuses on interaction, meaning students engage in discussions, share ideas, and learn from each other. It also emphasizes shared responsibility, where all group members are accountable for the group's learning success. Lastly, collaborative learning helps students develop essential 21<sup>st</sup> century skills such as communication, collaboration, and problem-solving. Some advantages of collaborative learning include: students learning to effectively express ideas and thoughts, listen to others, and negotiate. Additionally, students learn to work together effectively, respect differences, and achieve common goals. Another benefit is that students solve problems collectively by combining different perspectives and expertise. Lastly, students learn to analyze information, evaluate arguments, and make informed decisions.

### **D. Differentiated Instruction**

Differentiated learning (DL) is a student centered teaching approach in which the teacher tailors the learning experience to meet the individual needs, learning styles, and interests of each student. This approach allows all students to reach their maximum potential. The main principles of differentiated learning (DL) are: respecting differences, where each student has unique strengths, weaknesses, and learning styles, and DL acknowledges and values these differences; flexibility, offering various options for students in terms of content, process, and learning products; ongoing assessment, where teachers use a variety of assessment methods to monitor students' progress and adjust instruction according to their needs; and student engagement, with students

actively involved in the learning process and having a voice in determining how they learn. Some benefits of differentiated learning include students feeling more challenged and engaged with material that matches their abilities and interests, helping them achieve a deeper and more lasting understanding; students learning to take responsibility for their own learning and becoming more proactive; students gaining confidence in their abilities and being more willing to try new things; and all students feeling valued and respected, regardless of their background or abilities.

#### **E. Technology-Based Learning**

Technology based learning (TBL) is an approach that utilizes information and communication technology (ICT) to enhance the teaching and learning process. TBL can be applied at various educational levels and has several key characteristics. These include the use of various ICT tools such as computers, tablets, smartphones, the internet, and educational software. TBL emphasizes the interaction between students, teachers, and learning content. Students are actively engaged in the learning process and have greater control over their learning. Lastly, TBL offers flexibility in terms of time, place, and learning methods.

Technology-based learning presents numerous opportunities to improve education and provide a higher-quality learning experience for all students. With careful planning, implementation, and evaluation, TBL can become a powerful tool for achieving learning objectives and helping students reach their maximum potential. Some of the main benefits of technology-based learning include the ability for students to learn anytime and anywhere, with access to a wide range of educational resources. Additionally, TBL enhances personalized learning, as it allows teachers to tailor instruction to meet the individual needs of students, providing a more effective and engaging learning experience. TBL also fosters collaboration and communication, as technology facilitates communication and collaboration among students, teachers, and parents, supporting more interactive and participatory learning. Finally, research shows that TBL can improve student outcomes across various subjects and skills.

## **Challenges and Opportunities for Implementing 21st Century Skills-Based Learning Models in Fiqh Subjects**

### **A. Teacher Mindset Change**

The shift towards a 21st-century skills based learning model (KB21) requires a significant change in teachers' mindsets. Moving from traditional teacher centered methods, teachers now need to adopt a more student-centered approach, focused on the development of 21<sup>st</sup> century skills. The role of the teacher is no longer just to transmit knowledge but also to act as a facilitator who helps students learn actively and independently. Students are now viewed as active learners, not merely as spectators or listeners<sup>10</sup>. Additionally, the focus of learning has shifted from memorization and content mastery to the development of critical thinking, problem-solving, communication, collaboration, and creativity skills. Teachers need to understand the individual needs, interests, and learning styles of their students to design relevant and meaningful learning experiences. Moreover, teachers must integrate 21<sup>st</sup> century skills into lesson planning, implementation, and assessment. They also need to maximize the use of technology to make learning more engaging, interactive, and accessible.

The role of the teacher as a facilitator represents a new paradigm in the world of education. This role provides an opportunity for teachers to assist students in learning actively and independently, as well as to develop essential 21st-century skills necessary for success in the future. The shift in teachers' mindset is an ongoing process that requires commitment, dedication, and support from various stakeholders. By adopting this new mindset, teachers can create student-centered learning environments, focused on 21<sup>st</sup> century competencies, and prepare the younger generation to face the challenges of the 21st century.

### **B. Infrastructure and Resource Availability**

The lack of access to technological devices, the internet, and adequate digital learning materials is one of the biggest obstacles in implementing a

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<sup>10</sup> Mashudi, "Pembelajaran Modern: Membekali Peserta Didik Keterampilan Abad Ke-21."

21st-century skill-based learning model. This can create disparities in the quality of education and hinder the achievement of 21<sup>st</sup> century learning objectives. The negative impact of insufficient infrastructure and resources means that students in remote and underprivileged areas may not have the necessary devices or internet connectivity to access digital learning platforms and online resources. Furthermore, the lack of access to quality digital learning materials can also limit the variety and flexibility of teaching methods that can be used by teachers. As a result, this may lead to a monotonous and less engaging learning experience for students.

Moreover, the availability of adequate infrastructure and resources is a crucial foundation for delivering quality education. Proper infrastructure, such as suitable classrooms, well-equipped libraries, and modern laboratories, will support the teaching and learning process and enhance students' comfort. Sufficient resources, such as textbooks, teaching aids, and information and communication technology (ICT), will facilitate students in accessing information and developing knowledge and skills. However, in many regions of Indonesia, the availability of educational infrastructure and resources remains a critical issue. This can hinder the teaching and learning process and result in uneven educational quality.

### **C. Teachers' Lack of Understanding of 21st Century Skills-Based Learning**

The lack of understanding among teachers about 21<sup>st</sup> century skill based learning (21<sup>st</sup> CB) is another obstacle in the implementation of the new curriculum in Indonesia. 21<sup>st</sup> CB is key to preparing the younger generation for the future. In this era of globalization and digitalization, students need various skills such as critical thinking, creativity, communication, collaboration, and problem-solving. 21<sup>st</sup> CB emphasizes the development of these skills in the learning process. Teachers, as facilitators of learning, play an essential role in guiding students toward achieving the objectives of 21<sup>st</sup> century learning. Therefore, teachers need to have a deep understanding of the concepts and principles of 21<sup>st</sup> CB. However, in reality, many teachers still do not fully master or understand 21<sup>st</sup> CB, which can lead to several problems. These problems include difficulties in designing and implementing

effective learning to develop 21<sup>st</sup> century skills in students, improper assessment of students' learning achievements, and a lack of motivation and interest among students due to lessons not being relevant to their future needs. This occurs due to insufficient training and professional development for teachers on 21<sup>st</sup> CB, limited resources and support from schools and the government, as well as a traditional learning culture focused on memorization.

The negative impact of teachers' lack of understanding of 21<sup>st</sup> CB is suboptimal learning quality. Teachers who do not understand 21<sup>st</sup>-CB tend to use traditional teaching methods that are less effective in developing students' 21<sup>st</sup> century skills. As a result, students are unable to fully develop their 21<sup>st</sup> century skills if teachers do not understand and implement 21<sup>st</sup>-CB in the learning process. Another problem that arises is the mismatch in the implementation of the Merdeka Curriculum. The lack of teacher understanding of 21<sup>st</sup> CB can cause inconsistencies in the implementation of the Merdeka Curriculum in various schools.

#### **D. Curriculum and Assessment**

The current Fiqh curriculum is considered inadequate in fully accommodating the implementation of 21<sup>st</sup> century skills-based learning (KB21). This is because KB21 focuses on different aspects compared to previous curricula, emphasizing the development of 21<sup>st</sup> century skills such as critical thinking, creativity, collaboration, and communication. Additionally, the assessment system in the current Fiqh curriculum needs to be aligned with the KB21 approach, which is more student-centered and emphasizes the learning process. One indication that curriculum adjustments are still necessary is the lack of content related to 21<sup>st</sup> century skills. The current Fiqh curriculum largely focuses on memorization and theoretical understanding, with insufficient emphasis on practical application in daily life. This approach is not in line with KB21, which emphasizes the development of 21<sup>st</sup> century skills such as critical thinking, creativity, communication, collaboration, and problem-solving. Furthermore, Fiqh content in the current curriculum is often taught in

isolation from real life contexts, making it difficult for students to understand and apply it in their daily lives. KB21 emphasizes the importance of integrating learning material with real-world contexts so that students can see the direct benefits of what they are learning. Additionally, there are limitations in integrating technology and digital learning resources.

Another shortcoming lies in the assessment system, which remains traditional and focused on written tests, lacks tools to measure 21<sup>st</sup> century skills, and faces challenges in assessing the learning process. KB21 aims to develop critical 21<sup>st</sup> century skills in students that are crucial for their future, such as critical thinking, creativity, communication, collaboration, and problem-solving. KB21 based assessment can help measure the development of these skills in Fiqh learning. Assessment that focuses solely on memorization can lead to student boredom and lack of motivation to learn. KB21-based assessment, which is more varied and meaningful, can enhance students' motivation to engage more actively and deeply in Fiqh learning. KB21-based assessment offers a more comprehensive picture of students' abilities, not only in terms of Fiqh knowledge but also in the 21st-century skills they acquire.

#### **E. Student Digital Skills**

The next challenge in implementing 21<sup>st</sup> century skills-based learning is the diverse digital capabilities of students, which have become one of the main challenges that need to be addressed. Indonesia has the fourth-largest internet user population in the world. According to data from the 2022 national digital literacy survey by Kominfo, Indonesia's national digital literacy index stands at 38.28%, which falls into the "beginning skilled" category. Furthermore, internet penetration in Indonesia reached 185 million users in January 2024, with the majority of users aged between 15 and 49 years. Smartphone ownership in Indonesia reached 87.19% in 2023, and internet usage among children aged 10-17 years reached 93.1% in 2023. This demonstrates the vast potential for students' digital skills. However, in reality, students' digital skills in Indonesia still face various challenges. These challenges stem from uneven access to technology and the internet, varying

abilities and interests among students in using technology, and differences in students' backgrounds and learning experiences.

Technological advancements have had a significant impact, especially on students. Today, information technology can support more diverse and engaging teaching and learning processes. However, on the other hand, there is also considerable misuse of information technology by students, which disrupts the learning process and may even lead to moral decay. It is essential to recognize that digital skills are crucial for facing the rapidly advancing technological age. Students need to be prepared to function effectively in a digitally connected society. Despite this, it is vital for students to have strong literacy skills, both in information literacy and ICT literacy<sup>11</sup>. Additionally, it is crucial to equip students with the ethics and morals based on religion, law, and social norms to ensure that technology does not lead to harm. It is important to instill a deep understanding of how technology impacts life, both for oneself and for others. In today's digital era, digital skills are becoming increasingly important for students to develop and compete in the future<sup>12</sup>.

## **Opportunities for Implementing 21st Century Skills-Based Learning Models in Fiqh Subjects**

### **A. Improving Learner Motivation and Engagement**

The Merdeka Curriculum, with its focus on developing 21st-century skills (21<sup>st</sup> Century Skills), opens up new opportunities to enhance student motivation and engagement in learning Fiqh. The 21<sup>st</sup> century skills-based learning model offers more interactive, engaging, and relevant methods that connect with students' lives, helping them better understand and apply Fiqh values in their daily lives. Improving student motivation and engagement in Fiqh education is crucial to achieving learning goals. This is because Fiqh is an essential subject in Islam that teaches Islamic jurisprudence and how to apply it in daily life. By understanding and practicing Fiqh values, students

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<sup>11</sup> Dhewantoro and Supardi, "Pembelajaran Berbasis Keterampilan Dalam Menjawab Tantangan Pendidikan Abad 21."

<sup>12</sup> Muhammad Zulfikar Mansyur et al., *Belajar Dan Pembelajaran Abad 21*, 2024.

can become individuals with noble character, responsibility, and contribute positively to society. Enhancing motivation and engagement will also help students better understand and implement religious values effectively.

In today's era of globalization, understanding and practicing religious values has become even more critical to face various challenges and issues. By understanding and practicing Fiqh values, students will have a strong moral and spiritual foundation to face the future. Improving motivation and engagement in Fiqh education will better prepare them to face future challenges and problems. Active student involvement in learning is a key indicator of the success of the teaching and learning process. Enhancing motivation and engagement in Fiqh education will elevate the overall quality of education. This will have a positive impact on students' academic achievements and character development.

#### **B. Developing Necessary 21st Century Skills**

The world is rapidly evolving. Advances in technology, globalization, and social changes bring both new challenges and opportunities. Global issues such as climate change and poverty require creative and innovative solutions. Technology is progressing at an extraordinary pace, creating new jobs and transforming the way we work and live. According to experts, the 21st century is an era of intense competition, where students are expected to develop the skills necessary for effective learning, critical thinking, and the ability to filter valid and relevant information. The 21st Century Learning (KB21) framework helps young people adapt to changes and seize future opportunities<sup>13</sup>. The younger generation needs to be equipped with relevant skills to adapt, solve problems, and contribute positively to society. KB21 is not only about changing the curriculum but also about shifting perspectives on education. It goes beyond skill development, focusing on character development such as responsibility, ethics, and empathy. These qualities are essential for building a generation with integrity that can contribute positively to society. Teachers need to act as facilitators, encouraging

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<sup>13</sup> Chairunnisak, "Implementasi Pembelajaran Abad 21 Di Indonesia," *Prosiding Seminar Nasional Teknologi Pendidikan Pascasarjana UNIMED*, 2020, 351–59.

students to engage in independent and active learning. Parents and communities must also play an active role in supporting the implementation of KB21.

### **C. Improving Understanding and Ability to Apply Fiqh**

Fiqh, as one of the essential sciences in Islam, plays a fundamental role in guiding Muslims to live their lives in accordance with the Sharia. Understanding and applying Fiqh correctly is crucial for the younger generation to become individuals with noble character and contribute positively to society. Moreover, enhancing the understanding and ability to apply Fiqh among the youth is of great importance. Fiqh is not just about ritual worship but also about how to live according to Sharia in various aspects of life. A generation grounded in Fiqh will become an invaluable asset to the nation in building a brighter future. Fiqh provides clear guidance on various aspects of life, from worship, muamalah (social transactions), to ethics. By understanding Fiqh, we can practice our religion correctly and avoid prohibited actions. A deep understanding of Fiqh helps us grasp the meaning behind various rituals and acts of worship, allowing us to perform them with sincerity and love for Allah SWT.

The "Kurikulum Merdeka" (KB21), with its student-centered approach and focus on character development and 21<sup>st</sup> century skills, offers an opportunity to achieve these goals. Several methods can be employed within KB21 to enhance the understanding and application of Fiqh. For instance, students can be involved in projects related to the application of Fiqh in everyday life, such as finding solutions to social issues faced by society based on Fiqh principles, analyzing contemporary issues related to Fiqh, and developing business plans that align with Islamic principles. Students can also be presented with real-life cases that they must solve using Fiqh principles, such as cases of marriage and divorce, economic and financial matters, and social and political issues related to Islamic ethics.

### **D. Preparing Students for the Future**

In this era of rapid disruption and change, preparing students for the future has become a necessity. The Merdeka Curriculum (KB21) has emerged

as a solution to this need, focusing on the development of essential 21st-century skills (KB21) that are crucial for young generations to thrive and compete in the future. KB21 emphasizes the development of skills such as critical thinking, communication, collaboration, problem-solving, and creativity, which are highly required in this digital and challenging era. Moreover<sup>14</sup>, KB21 represents skills that are crucial for both education and the workplace in the context of today's global economy. KB21 further encourages students to learn independently, responsibly, and adaptively, enabling them to face various situations and obstacles in the future. It also aims to cultivate a creative and innovative spirit in students, so they can generate new ideas and creative solutions to address various issues.

The importance of 21<sup>st</sup> century skills like critical thinking, creativity, communication, collaboration, and problem-solving is crucial for success in the future. Schools must focus on developing these skills in students. Students need to learn how to study independently and adapt to new information and technologies. Schools must equip students with the learning skills necessary to become lifelong learners. Furthermore, the future demands individuals who are creative and innovative. Schools should create an environment that encourages students to think outside the box and develop new ideas. The spirit of entrepreneurship is also essential for success in the 21st century. Schools can nurture an entrepreneurial mindset in students by providing opportunities for them to start and manage their own businesses. The future of our planet is uncertain, and it is vital to prepare students to live in a sustainable world. Schools should teach students about environmental issues and how they can help protect the planet. In this digital age, it is essential for students to have strong digital literacy. Schools must teach students how to use technology safely and responsibly. Beyond skills and knowledge, it is also important to develop students' character. Schools should instill values such as integrity, respect, and responsibility in students.

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<sup>14</sup> I.N. Selamat, "Keterampilan Abad Ke-21 Pada Pembelajaran Sains Dengan Konteks Socio-Scientific Issues Di Indonesia: Tinjauan Literatur Sistematis," *Jurnal Pendidikan Dan Pembelajaran IPA Indonesia* 11, no. 2 (2023): 14–21, <https://doi.org/10.23887/jppii.v11i2.60895>.

Additionally, schools must collaborate with the business world to ensure that students acquire the skills and knowledge required to secure employment.

#### **E. Improving the Quality of Fiqh Education**

Fiqh, as one of the most important branches of knowledge in Islam, plays a fundamental role in guiding Muslims to live according to Sharia. Deepening the understanding and improving the ability to apply Fiqh correctly is key for the younger generation to become individuals with noble character and contribute positively to society. The Merdeka Curriculum (KB21), with its student centered approach and focus on the development of character and 21<sup>st</sup> century skills, offers an opportunity to significantly enhance the quality of Fiqh education. The implementation of the Merdeka Curriculum, based on 21st-century skills, to improve the quality of Fiqh education can be carried out in several ways: First, the student-centered approach, where students become the focus of learning, allowing them to engage actively and in line with their interests and talents. Second, connecting Fiqh material to real-life situations, making learning more meaningful and beneficial for students. Third, holistic assessment, which evaluates cognitive, affective, and psychomotor aspects of students, providing a more comprehensive evaluation that reflects students' overall development.

#### **CONCLUSIONS**

The implementation of a 21<sup>st</sup> century skills-based learning model in Islamic Jurisprudence (Fiqh) subjects has great potential and opportunities to enhance the quality of education and equip students with the skills needed in the 21st century. By addressing existing challenges and leveraging available opportunities, the implementation of 21st-century skills (KB21) can bring about positive changes in Fiqh learning and produce a generation of young people who are knowledgeable, morally upright, and ready to face future challenges. Furthermore, this research aims to identify the challenges and opportunities in implementing the 21st-century skills-based learning model in the Fiqh subject. The findings indicate several challenges and opportunities that need to be addressed when integrating 21st-century skills into Fiqh learning. These challenges include a lack of understanding

among teachers regarding the concept of 21st-century skills and how to apply them in the context of Fiqh, limitations in supporting technology-based learning infrastructure, Fiqh materials that are considered abstract and difficult to relate to daily life, and the diversity of students' backgrounds. On the other hand, the opportunities that can be exploited include the rapid development of information technology, which can be used as an engaging learning medium, the high interest of students in technology as a motivator for learning, curricula that increasingly support the development of 21st-century skills, and the potential for collaborative and project-based learning to enhance student understanding.

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