



Implementation of the ABCD5E Learning Model and Integration of 21st Century Competences in Aisiyiah Pesantunan Kindergarten, Kab. Brebes

Kiki Kur'aini✉, Ali Formen

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Universitas Negeri Semarang, Semarang, Indonesia

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Abstract

This study aims to analyze the implementation of the ABCD5E learning model and the integration of 21st-century competencies which include planning, implementation, and evaluation. In addition, knowing the supporting and inhibiting factors in the implementation of the ABCD5E learning model and the integration of 21st-century competencies in Aisiyiah Pesantunan Kindergarten, Kab. Brebes. The subjects in this study were school principals, class teachers, and students of TK Aisiyiah Pesantunan, Kab. Brebes as well as GTK Core and GTK Partners of the ABCD5E learning model. This study uses qualitative methods, through interview techniques, observation, and documentation. Then the validity is conducted by triangulating sources and techniques. The results of the study show that the teacher has implemented the ABCD5E learning model which includes planning, implementation, and evaluation, each of which has its characteristics. In learning planning it has special characteristics in its learning objectives which contain elements of ABCD (Audience, Behavior, Condition, and Degree), in the implementation of learning the teacher includes the 5E phase (Engagement, Explanation, Exploration, Elaboration, and Evaluation) in the evaluation using the STAR technique. The implementation of the ABCD5E learning model can integrate to stimulate children to achieve 21st-century competencies in Critical Thinking and Problem Solving, Collaboration, Communication, and Creativity and Innovation (4C) in Aisiyiah Pesantunan Kindergarten. The study's results also show that there are several supporting and inhibiting factors, namely the existence of good collaboration from school stakeholders and the availability of existing infrastructure, media, tools, and learning materials. While the inhibiting factor is that some teachers who still lack knowledge about the ABCD5E learning model and have limited ideas in making learning activities that are following with 21st-century competencies of Critical Thinking and Problem Solving, Collaboration, Communication, and Creativity and Innovation (4C).

How to cite

INTRODUCTION

The development of science and technology influences education, which can provide knowledge, new skills that will be developed through curriculum development (Zaini Muhammad 2009, 56). In the 2013 curriculum educators can create a quality learning process, namely the quality of learning that can create a generation that is intelligent, skilled, capable and with character. Human resources are the most important part in order to be able to achieve quality education (Dini, 2022) .

Quality education is an investment in the future for the people of a nation. Improvement efforts in the field of education are a must to always be carried out so that a nation can progress and develop along with advances in science and technology (Wardan, 2019) . Changes and developments that are happening so fast at this time demand the world of education to always be ready to adapt to these changes (Rasyid 2015) .

The concept of improving the quality of learning is one element of the new paradigm of education management in Indonesia. This paradigm contains the main attributes that are relevant to the needs of the community, namely a conducive academic atmosphere to run effectively and productively. This has a very strategic position and function for designing and developing quality-oriented education delivery efforts for the future such as developing the quality of education in Indonesia (Mangkurat, 2022) .

The rapid development of technology in the era of globalization, people have begun to realize the importance of education in early childhood education because of the demands of an increasingly sophisticated era so that children aged one to six years or this golden age need good stimulation in order to be able to support and optimizing growth and development in children, creating a superior and character generation (Prameswari, 2020) . Therefore, the government has organized PAUD as one of the main goals in developing the education system in Indonesia (Yuniarni, 2016) .

The essence of education is the learning process. Quality educational institutions can be seen from the learning process. Learning involves elements of students with all their distinctive characteristics and various other elements. Elements in the learning such as objectives, methods, materials, learning tools (media), evaluation which can support smooth learning. Therefore, the criteria and quality of learning success should be made in detail so that it can really be measured

and observed. But making criteria and indicators of learning success is not as easy as measuring productivity and quality in other fields of work. Basically, every teacher and school principal has the ability to compile criteria and indicators of successful learning according to their field (Andriana, et.al 2018) .

The implementation of early childhood education still experiences problems in the learning process, such as a lack of teacher creativity and innovation, as well as unsupportive educational game tools, so that the learning process does not encourage children to be creative and think at a high level (Imamah & Muqowim, 2020) .

One of the problems in PAUD was conveyed by Dr. Nurul Anam, M.Pd. disclose that:

“One of the problems of learning. The implementation of learning in PAUD and TK/RA institutions still tends to be teacher oriented and monotonous, so that students get bored quickly or are not enthusiastic about participating in learning because the teacher is less creative in managing learning and creating an interesting, fun, and contextual learning atmosphere. In addition, many learning activities only focus on cognitive development and do not touch on aspects of religious and moral values, gross and fine motor physics, social-emotional art, and communication and language skills.

Seeing this fact there are still many schools that still use classical learning and the old way so that learning seems very ordinary and less attractive to students so that the information absorbed by students is not optimal and it seems that the learning received is temporary. This is in accordance with what was done by researchers in making several observations of schools that still apply classical learning, children seem less enthusiastic and less active in learning activities. If the teacher only conveys monotonous and ordinary learning, so that the less varied learning methods delivered make students quickly bored, less active and do not want to ask questions to the teacher and the lack of children's creativity as a result affects non-optimal competency achievement.

Based on the description above, PAUD institutions must conduct learning development in each school to improve the quality of their institutions, specifically in the learning process of their students. Learning that is unique and needed in the 21st century will now be of added value to the school and an attraction for parents to send their children to institutions (Garzia 2018) . Therefore, a good learning management process is needed so that the goals to be achieved can be implemented through this learning. It is hoped that appropriate

learning management can support the learning achievements achieved (Amaliah, 2021) .

The success of PAUD institutions in carrying out fun and play-oriented learning depends on the extent to which these institutions are able to design and carry out effective learning activities, so that learning management is needed, known as the learning model (Syamsuardi, 2018) . The ABCD5E learning model is a learning model that is formulated so that it is easier for teachers to implement problem-based learning, starting from how to plan, implement and evaluate. The learning plan is prepared using the ABCD formulation, which consists of *Audience, Behavior, Condition and Degree*. While 5E is a step in the learning process consisting of *Engagement, Explanation, Exploration, Elaboration, and Evaluation* (Handayani, Sri Wiji et al, 2021) .

The learning conducted in the ABCD5E learning model is based on solving a problem. With the hope that children are accustomed to and skilled at solving problems or have HOTS abilities, have positive character and 21st century skills. The ABCD5E learning model has been implemented in several early childhood education units in the Central Java region, one of which is TK Aisyiyah Pesantunan which is located on Jl. Teuku Cik Ditiro No. 24 Pesantunan Kec. Wanasari, Kab. Brebes. Aisyiyah Pesantunan Kindergarten began implementing the ABCD5E learning model in the 2020/2021 semester 2 academic year.

This research looks at how the implementation stage of the ABCD5E learning model is applied in Aisyiyah Pesantunan Kindergarten, Kab. Brebes, saw how the ABCD5E learning process was carried out in the school to look carefully at the supporting and inhibiting factors regarding the implementation of the ABCD5E learning model, and saw the school's efforts to optimize the implementation of children's activities in accordance with the stages of child development and achievement of 21st century competencies. In the future this learning model can continue to be improved for the better so that it becomes a reference for other schools to improve the quality of their learning and the PAUD institution itself and is expected to be useful for teachers in conducting a lesson.

METHOD

This research follows the principles of qualitative studies. In line with this method, data was collected using interview techniques, observation. The location of this research is Aisyiyah

Islamic Boarding School Kindergarten located at Jl. Teuku Cik Ditiro No. 24 Islamic Boarding School, Kec. Wanasari, Kab. Brebes. TK Aisyiyah Pesantunan consists of four classes, including classes A1, A2, B1 and B2. Researchers took one class, namely class A1 as the object of this study.

The subjects in this study were school principals, class teachers, students of TK Aisyiyah Pesantunan, Kab. Brebes as well as GTK Core and GTK Partners of the ABCD5E learning model. This study uses data sources obtained through interviews with school principals, teachers of classes A1, A2, B1, B2, students of class A1 TK Aisyiyah Pesantunan as well as GTK Core and GTK Partners of the ABCD5E learning model.

Data collection techniques in this collection using documentation, interviews, and observation techniques. Checking the validity of the data in this study used a triangulation technique, described as follows:

1. Triangulation of sources at the time of triangulation of sources, researchers will compare the observed data with the results of interviews and then compare the interview data with documents including photographs obtained in the field that were met with participants who influenced this research.

2. Technical triangulation Researchers in technical triangulation used observation, interviews, and documentation studies to find out the implementation of the ABCD5E learning model and the integration of 21st century competencies in TK Aisyiyah Pesantunan, Kab. Brebes.

RESULTS AND DISCUSSION

This section presents the findings of research results specifically on the implementation of the ABCD5E learning model and the integration of 21st century competencies in Aisyiyah Pesantunan Kindergarten, Kab. Brebes as follows:

1. Implementation of the ABCD5E Learning Model in Aisyiyah Pesantunan Kindergarten, Kab. Brebes

The ABCD5E learning model is a learning model in which the learning plan is prepared using the ABCD formulation, which consists of *Audience, Behavior, Condition and Degree*. Meanwhile, 5E is a step in the learning process consisting of *Engagement, Explain, Exploration, Elaboration, and Evaluation*. Learning is conducted based on solving a problem, in the hope that children are accustomed to and skilled in solving problems and could think HOTS, have positive character and 21st century skills (Sri Wiji Handayani,

2021).

In planning the ABCD5E learning model at TK Aisyiyah Pesantunan, Kab. Brebes can be concluded first, making RPPH. The teacher makes planning a learning model that must be in accordance with the ABCD5E Format, learning objectives contain ABCD (Audience, Behavior, Condition, and Degree) and in its implementation contains five phases namely (Engagement, Exploration, Explanation, Elaboration, and Evaluation). The steps in making an ABCD5E learning plan are, first determining the topic and theme, determining learning outcomes, determining learning objectives, making concept maps, determining the media to be used and determining the assessment. The ABCD5E learning model emphasizes problem-based and project-based approaches. Second, Structuring the playing environment. Determining goals and goals as well as learning media is especially important in the ABCD5E learning planning process at Aisyiyah Pesantunan Kindergarten.

In implementing the ABCD5E learning model at TK Aisyiyah Pesantunan, Kab. Brebes consists of preliminary activities, core activities and closing activities. In its implementation, it must include the 5E phase in learning. In the preliminary activity there is *self-regulation* to prepare the condition of the child and the teacher provides initial perceptions regarding the learning theme being conducted. The core activities emphasize project-based learning. Learning frees children to play with the variety of games they want to learn, it can also take the form of joint projects. In the closing activity there is a reflection on learning that there is two-way communication between the teacher and the child, so that there is a balance of information received and understood by the child.

Furthermore, at the learning evaluation stage, the technique used is the STAR technique, with this technique helping teachers so that students engage in actively conducting *self* and *peer assessments in learning*. Every day the teacher writes daily assessments through activity journals that contain the process of children's learning activities, with the STAR technique the teacher in one day only focuses on a few children, especially on children who appear to think HOTS and children who have difficulty learning, so that these children are able complete learning activities well. When children can do *self* and *peer assessments*, the learning process using the 5E phase of the ABCD5E learning model can be conducted optimally.

2. 21st Century Competence (4C) in the ABCD5E Learning Model at Aisyiyah Pesantunan Kindergarten , Kab. Brebes

The implementation of the ABCD5E learning model in Aisyiyah Pesantunan Kindergarten can integrate and stimulate children to achieve 21st century competencies (4C) Critical thinking and problem solving, Collaboration, Communication and Creativity and Innovation). By implementing the ABCD5E learning model with a project-based approach (*Project Based Approach*) students in learning are more active and can solve problems so that 21st century competencies can be well integrated, and teachers also include 21st century competencies *Critical Thinking and Problem Solving, Collaboration, Communication and Creativity and Innovation* (4C) in planning and implementing learning and stimulating children so that 21st century competencies can be achieved by each student optimally

3. Supporting and Inhibiting Factors for the Implementation of the ABCD5E Learning Model and Integration of 21st Century Competences in TK Aisyiyah Pesantunan, Kab. Brebes

The implementation of the ABCD5E learning model in Aisyiyah Islamic Boarding School Kindergarten is influenced by supporting and inhibiting factors at each institution were based on the research results obtained factors that influence the effectiveness of using the ABCD5E learning model. In the process of ongoing learning, there will be pros and cons of having the ABCD5E learning model applied so there is a need for socialization and understanding of this learning model which is intended in the learning process at an early age.

Opportunities for the successful implementation of a good learning is the collaboration of the school, both the principal, class teacher, student guardians and the surrounding community that support. The effectiveness of the use of learning models is the availability of learning process infrastructure which is the main support as well as an inhibiting factor. Each learning model with different infrastructure needs causes institutions to make facilities and infrastructure the main consideration in determining the learning model to be applied.

Supporting factors in the implementation of the ABCD5E learning model are the full support of the principal in implementing the ABCD5E learning model, Availability of facilities and infrastructure, media, tools and learning materials in the school environment and collaboration of parents of students so that learning activities

run effectively. While the inhibiting factor is the teacher's lack of knowledge about the ABCD5E learning model, the teacher has difficulty in including the 5E phase in learning, limited ideas in choosing learning activities that are in accordance with 21st century competencies *Critical Thinking and Problem Solving, Collaboration, Communication and Creativity and Innovation* (4C)). Therefore, to overcome this, sharing activities were conducted together with GTK Inti, GTK Partners, and other GTK Impact to optimize the application of the ABCD5E learning model in Aisiyiah Pesantunan Kindergarten, Kab. Brebes.

CONCLUSION

Based on the description of the research results above, it can be concluded that the implementation of the ABCD5E learning model and the integration of 21st century competencies in Aisiyiah Pesantunan Kindergarten, Kab. Brebes has followed the order of a series of learning models in general: planning, implementation, and evaluation. Teachers have been able to formulate learning in a more organized manner through the implementation of the ABCD5E learning model. The implementation of the ABCD5E learning model in Aisiyiah Pesantunan Kindergarten can integrate and stimulate children to achieve 21st century competencies *Critical Thinking and Problem Solving, Collaboration, Communication and Creativity and Innovation* (4C), students are more active in learning and can solve problems so that 21st century competencies can be integrated well. In the implementation of the ABCD5E learning model in TK Aisiyiah Pesantunan there are several supporting and inhibiting factors, namely the existence of good collaboration from school stakeholders, as well as the availability of existing infrastructure, media, tools, and learning materials. While the inhibiting factor is that there are teachers who still lack knowledge about the ABCD5E learning model and limited ideas in making learning activities that are in accordance with 21st century competencies *Critical Thinking and Problem Solving, Collaboration, Communication and Creativity and Innovation* (4C).

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