

Analysis of the “RAKUS-AREMA” Thinking Pattern in Students in Facing the Challenges of 21st Century Education

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ABSTRACT

This study examines the "RAKUS-AREMA" thinking patterns of students at MAS Nurwahid Gunung Sari in the context of facing the challenges of 21st century education. The main problem raised is the low ability to think RAKUS (Rational, Analytical, Critical, Universal, and Systematic) and AREMA (Academic, Religious, and Humane) among students. This is due to the negative impact of technological developments (AI) which leads to minimal interaction with books and a lack of in-depth understanding of the information obtained. This study aims to explore the learning process that includes the actualization of the RAKUS and AREMA thinking patterns in students in facing the challenges of 21st century education. The method used in this study is a descriptive qualitative approach, and is located at MAS Nurwahid Gunung Sari, and involves three teachers as research subjects. Data collection techniques are carried out through interviews, observations, and documentation which are analyzed using the Miles and Huberman analysis approach model. The results of the study indicate that the level of RAKUS and AREMA thinking abilities of MAS Nurwahid Gunung Sari students is still relatively low. The dominant learning is rote, resulting in students being less accustomed to applying the RAKUS and AREMA mindsets. So there is a need for innovation in learning methods and support for technology and more adequate infrastructure to encourage the development of these mindsets among students. This study also emphasizes the importance of curriculum adaptation and improving the quality of educators to achieve national education goals.

Keywords: Learning Innovation, 21st Century Education, “RAKUS-AREMA”

1 Introduction

Skills RAKUS and AREMA thinking in 21st century education focuses on developing high-level thinking skills and is oriented towards developing noble values that are very useful for making students successful in intellectual, emotional, and religious matters. RAKUS is a systematic thinking that emphasizes the aspects of Rational, Analytical, Critical, Universal, and Systematic thinking.[2]. While AREMA is an Academic, Religious, and Humane way of thinking. In the era of increasingly developing artificial intelligence (AI), efforts to develop RAKUS and AREMA in educational environments, especially at the High School level[3].

But in reality, there are still many students at the high school level, especially at MAS Nurwahid Gunung Sari who are still very minimal in RAKUS and AREMA thinking. This is because students have been contaminated by negative things from technology, one of which is that students no longer want to read knowledge books and study the meaning contained in the book. Students tend to choose to seek knowledge instantly using AI and other internet media without knowing and understanding the originality of the knowledge they get. Then, current learning is also only directed at memorizing and hoarding information, so that students are able theoretically but lacking in terms of application. So that the output, students' RAKUS and AREMA thinking skills become frozen and even difficult to develop.

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Based on the background above, this research was conducted in depth with the title "Pattern Analysis Think "RAKUS-AREMA" on MAS Nurwahid Gunung Sari Students in Facing the Challenges of 21st Century Education". To answer in depth regarding the title of this research, the formulation of the problem that will be studied and reviewed is about how the actualization of RAKUS and AREMA thinking in the learning process of MAS Nurwahid Gunung Sari students in 21st century education and what are the obstacles in the application of RAKUS and AREMA thinking at MAS Nurwahid Gunung Sari in Facing the Challenges of 21st Century Education. The purpose of This study is to find out about the learning process oriented towards RAKUS and AREMA during the learning process at MAS Nurwahid Gunung Sari.

2 Literature Review

"RAKUS-AREMA" Thinking Pattern The position of the RAKUS and AREMA skills can be seen from: 1). Rational thinking skills are seen when students are able to explain social and scientific phenomena with logical reasons. 2). Analytical, seen when students can dissect complex issues into smaller parts for analysis. 3). Critical, shown by analyzing information or projects given by the teacher, which will then be developed into a work. 4). Universal, refers to the individual's ability to understand the concepts of knowledge that apply generally and widely and relate them to the local context. 5). Systematic, seen when each individual and group builds relationships and cooperation and organizes information and builds coherent arguments in discussions during learning.[2]. 6). Academic, seen in the way students seek knowledge from trusted scientific sources. 7). Religious, can be shown by always respecting others, respecting religious values and ethics during learning. 8). Humane, seen when students have empathy, cooperation, solidarity, discipline, responsibility, and tolerance shown during the learning process and in group discussion activities.[3].

In the implementation of RAKUS and AREMA skills, it is important to conduct an evaluation. This evaluation is carried out through periodic monitoring and needs assessment. carried out by teachers to analyze student needs in the learning process[9]. In the implementation of 21st century skills (RAKUS and AREMA) in the learning process, there are quite significant obstacles. These obstacles include: (a). lack of critical thinking skills in terms of interpreting information, (b). professional and qualified education personnel are still minimal, (c). limited internet and electricity access that can hinder the technology-based education and teaching process.

3 Research Methods

The research approach used in this study is a qualitative approach. The type of research approach is descriptive. The place targeted by the researcher in this study is MAS Nurwahid Gunung Sari which is located at Jalan kesehatan no. 23 Dusun Waniama, Gunung Sari Village, Alok District, Sikka Regency. The research subjects targeted by the researcher were 3 class teachers as research samples. This study also uses a sampling technique, namely by using a purposive sampling technique. The data collection technique used in this study is data triangulation, where the technique includes interviews, observations, documentation. The data analysis technique used in this study is data collection, data reduction, data presentation and drawing conclusions.

4 Result and Discussion

RAKUS and AREMA thinking skills are one of the supporting factors learning success. Many people think that the characteristics of smart people are being able to think RAKUS and AREMA. John Dewey in[8], defines analytical, critical, and academic thinking as the active, persistent, and careful consideration of a belief or form of knowledge that is taken for granted with supporting reasons and rational conclusions. Rational, analytical, critical, universal, and systematic thinking is also seen as a strong and careful belief with the intention of contrasting one's ineffective or non-involved thinking system.

However, the most important thing in Dewey's view is what he calls the grounds which support something so that a conclusion can be drawn.[1]. Activities involved in critical thinking skills such as analyzing, synthesizing, making judgments creating and applying new knowledge, to real-world situations. Thus analytical, critical, and academic thinking skills are considered important in the learning process

because these skills provide students with the opportunity to learn through discovery. Analytical, critical, and academic thinking skills and broad-mindedness are at the heart of the future of all societies around the world.[14].

Currently, the importance of developing students' RAKUS and AREMA thinking skills in learning has become the main goal of 21st century education. Education is a means of preparing students to be able to process reason and information obtained and distributed by prioritizing the academic essence and noble values of humanistic personality. The output of education today is not only honing students' thinking skills to be Rational, Analytical, Critical, Universal, and Systematic (RAKUS) in the education process, but students are also formed to become people who can academically account for the knowledge or information obtained, and channel or apply the knowledge politely and humanely. Thus, students' skills are not only RAKUS but also AREMA (Academic, Religious, and Humane).

But in reality today, in the learning process that is taking place, students are less encouraged to develop their thinking skills. Learning is only directed to memorize and accumulate information, so that students are able theoretically but lacking in terms of application. Thus, students' RAKUS and AREMA thinking skills become frozen and even difficult to develop.[6]. Thinking RAKUS and AREMA is one of the abilities that can be developed through the process of learning problem solving, habituation and role modelling. According to Costillas in[15], teaching students to have critical thinking skills is a challenge for teachers because many students are weak in critical thinking.

The subject matter is meaningless and irrelevant when they realize that AI technology is an instant way to obtain information without knowing more about the originality of knowledge and pragmatic principles can have special meaning in their school. Students will think better if they can be given conditions that will encourage the application of their thinking to the world they live in. The attraction that will spur them is the discovery of meaning from the ideas they are trying to master.

Based on Bloom's taxonomy updated by Anderson in[16], that the questions and learning processes used to measure critical, analytical and logical thinking skills of students must lead to the cognitive domains C4 (analyzing), C5 (evaluating), and C6 (creating). For this reason, the learning process with the development of RAKUS and AREMA thinking skills is still not consistent in 21st Century education. This can be seen from the Average PISA Score of high school students in 2021-2024 which has decreased in terms of the quality of Mathematics and Science. This indicates that learning in class only emphasizes theoretical understanding by reading alone without prioritizing the RAKUS and AREMA aspects of thinking in the learning process.

In the implementation of RAKUS and AREMA thinking skills in 21st century education, there also needs to be adequate quality and qualifications of educators to be able to manage classes in the learning process well. However, in reality, there are still many teachers or educators who are not professionally qualified in the learning process in high schools. This is reinforced by the need to strengthen teacher education reform by strengthening LPTK and revitalizing Teacher Professional Education (PPG). This indicates that teacher qualifications at the high school level are still very minimal regarding professional and qualified PPG teachers, especially in the 3 T areas. Education and Teaching will run well if teachers are professional in their fields and qualified.

The development of the world of education has now entered an erasociety 5.0 which is marked by the advancement of the internet, information technology, and communication. This era produces automation and artificial intelligence where students really need good and high-quality soft skills in the world of high school education. One of the media to form RAKUS and AREMA thinking skills is technology. Technology is something that is very important in the integration of the learning process. However, in reality, there are still many high schools that do not have internet and electricity access to support the process of forming RAKUS and AREMA thinking skills. This is reinforced by data that there are still 27,650 high schools that do not have electricity and 3,323 high schools that do not have internet access.

It is generally recognized that the ability to think critically is becoming increasingly important for success in life as the pace of change continues to increase and as complexity and interdependence increase. Since education is the primary means of preparing students as future citizens for active and responsible lives in our modern technology-based society, schools at all levels must focus on developing critical thinking. According to Hughes in[9], that critical thinking skills involving the future (prediction, follow-up through implications, evaluation of possibilities and uncertainties) will become increasingly central with rapid environmental and socio-economic change.

There are several learning methods that can be applied in the learning process to develop students' critical thinking skills, namely problem-based learning methods, guided discovery learning methods,

and project-based learning methods. The application of these three learning methods is in accordance with the independent learning curriculum and is also included in the methods recommended by the government in strengthening the independent curriculum.[9]. This is because these three learning methods have integrity with the objectives of organizing learning in Indonesia today.

To improve the orientation of RAKUS and AREMA-based learning at MAS Nurwahid Gunung Sari, teachers as educators must continue to develop themselves to be competent in their fields according to their educational background. Revitalization and improvement of network access, facilities and infrastructure must also be carried out by schools and the government as a unit that is responsible for the national goal of educating the nation's children. With positive internet access and adequate facilities and infrastructure, learning and the formation of RAKUS and AREMA thinking skills can be carried out comprehensively by utilizing the internet and collaborative learning media.

5 Conclusion

Based on the research that has been conducted, it can be concluded that the average level of RAKUS and AREMA thinking skills in MAS Nurwahid Gunung Sari students in 21st century education is still relatively low and has not been consistently good. This can be seen that learning in the classroom is dominated by the method of memorizing theoretical concepts alone, and this is reinforced by the Average PISA Score of high school students in 2021-2024 experiencing a decline in terms of the quality of Mathematics and Science. Furthermore, the RAKUS and AREMA thinking skills of MAS Nurwahid Gunung Sari students in 21st century education are still relatively low also due to the lack of learning innovation, the lack of professionally qualified teachers, and access to technology-based education that is very lacking and cannot support the learning process that is oriented towards the formation of RAKUS and AREMA thinking skills.

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