

# STRATEGY AND INNOVATION OF EDUCATIONAL INSTITUTIONS TO IMPROVE THE QUALITY OF TEACHERS IN THE 21ST CENTURY DIGITAL ERA PANDEMIC

SRI MINARTI<sup>1</sup> and FARIDA ISROANI<sup>2</sup>

<sup>1,2</sup>Universitas Nahdlatul Ulama Sunan Giri Bojonegoro, Indonesia.  
Email: <sup>1</sup>minarti@unugiri.ac.id , <sup>2</sup>farida@unugiri.ac.id

## Abstract

The quality of the teacher's attitude is the skill and understanding possessed by someone related to teaching and character. This study aims to find out how the strategies and innovations of educational institutions form in improving the quality of education. This study uses qualitative research with a descriptive approach. The results of the research show that the strategy for educational institutions during a pandemic is for example the existence of a program made by the school principal. The purpose of implementing the program is to improve the quality of teachers both in normal and future times. The forms of these activities are seminars, microteaching and book review. The current digital era is a period when information is easily and quickly obtained and disseminated using digital technology. This activity has had a good impact on the quality of teachers in school institutions as evidenced by the increase in teacher quality both in personality, knowledge or socially for each teacher which also has an impact on the learning process provided by teachers during a pandemic. During a pandemic covid-19, there are several strategies and innovations carried out with the aim of improving the quality of human resources in the institution. Meanwhile, the purpose of this research is to find out the strategies and innovations that have been carried out to improve the quality of teachers during a pandemic covid-19. The implications of this research can be used as a reference for other institutions to improve the quality of teachers in any situation and condition, including during the current covid-19 pandemic in the 21st century digital era.

**Keywords:** Strategy, Innovation, Educational Institutions, Pandemic Period

## A. INTRODUCTION

The Covid-19 virus has spread all over the world. The pandemic period has had an extraordinary impact on all fields, even causing educational institutions to have a strategy to improve the quality of learning through the quality of a teacher. Increasing the quality of learning is influenced by the figure of the teacher who is in charge and responsible for the success of education. In the learning aspect, based on the four characteristics of PA-21 skills by NEA USA namely critical, communication, collaborative and creative, KPM has listed three skills that need to be mastered in PdP namely learning and innovation skills, media skills and information technology, and life skills and work. This is followed by the ten elements of 21st century skills, namely creativity and innovation, critical thinking and problem solving, communication and collaboration, information literacy, technology literacy, information and communication technology, flexibility and adaptability, initiative and self-direction, proficiency social and inter-cultural, productivity and accountability, and leadership and in short, PA-21 is one vehicle to prepare Malaysians to face the challenges of the new world envisioned in the fourth industrial revolution era. (McFadden, 2019) Education itself is the most important tool in improving the quality of human resources both in mindset, speech or

behavior. Research is conducted to produce Education as a process of generating knowledge and building human beings who are capable of overcoming various problems so that humans and their environment become of higher quality. Meanwhile, goals of the educational process that is to transform and improve individual behavior and mindset so that it becomes even better. Therefore, education is the most important field in the change and progress of a nation. However, the spread of the covid-19 virus has caused activities in the education sector to experience several obstacles.

One of these obstacles is the implementation of learning which was originally carried out face-to-face at school, finally carried out online or what is commonly called SFH (School From home) with the remote school system. The impact of the covid-19 pandemic is not only endemic in the education sector. But in various sectors, including the health sector, the economy, and also the social sector.(Veronica, 2022)



**Figure 1. Digital Transformation in the World of Education (Digidata, 2022)**

Forms of restrictive activities carried out by the government such as implementing school activities, closing places of worship, social activities, use of public transportation, WFH (Work from Home) work from home and other activities. This aims to break the chain of spread of the virus covid-19. With this policy, educational institutions face new challenges in dealing with learning situations during the covid-19 pandemic. Conditions like this are certainly not easy for some educators to pass. There needs to be cooperation between parents and teachers in guiding students during the learning process at home. Therefore it is necessary to have a strategy for educational institutions in improving quality (Taulabi, 2016) teachers so that they can carry out their duties professionally in the midst of a pandemic covid-19.

The strategy itself is a way to achieve long-term goals, besides that strategy can also be understood as a unified, broad and integrated plan that links the advantages of an organization's strategy with environmental challenges, designed to ensure that the main objectives can be achieved through proper implementation by an organization. organization or institution (Sumar, 2018). Strategy is all the ways and power to deal with certain goals in order to obtain the maximum expected results (Maleka, 2015). From the above understanding it can be understood that strategy is a way to achieve the expected and planned goals. If it is connected with educational institutions, strategy can be interpreted in a way that is prepared and planned in overcoming a problem that you want to solve to achieve goals in that educational institution.

Digital technology in education is not only about the physical contribution of technology as a learning tool (learning tools) but rather a multidimensional concept, such as citing one of the definitions of learning technology according to the Association for Educational Communications and Technology, namely: educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources, (AECT, 2004). Technology in the implementation of Education is the study and practice of ethics in an effort to facilitate learning and improve performance by creating, using, managing appropriate technological processes and resources. During a pandemic covid-19, there are several strategies carried out with the aim of improving the quality of human resources in the institution. Meanwhile, the purpose of this research is to find out the strategies used to improve the quality of teachers during a pandemic covid-19. It is hoped that this research can be used as a reference for other institutions to improve teacher quality in any situation and condition, including during a pandemic covid-19 at the moment. Because in teacher education is the main actor to develop and improve the quality of educational institutions and graduates. Therefore, a strategy to improve teacher quality during a pandemic covid-19 in an educational institution needs to be planned and implemented.

## **B. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT**

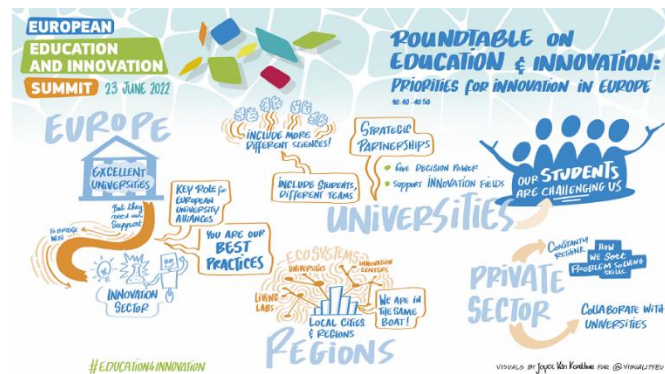
In this study using qualitative methods. Qualitative research method is research that explains the facts as they are (Relacion, 1994). This qualitative research is intended to understand phenomena about something experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various methods. natural (Royadi et al., 2019). There are many platforms and a variety of learning technologies that students and teachers can use according to learning needs. Teachers can take advantage of existing or available digital technology-based learning resources or develop their own specifically. This research is descriptive in nature, the results obtained from the field and interviews with respondents. So that the data collected from this study was taken from the facts that existed at the research location and looked for various references related to the focus of the problem in this study, namely regarding the strategy of educational institutions in improving teacher quality during a pandemic. Covid-19.

## **C. RESULTS AND DISCUSSION**

### **1. Strategy and Innovation of Educational Institutions**

The word strategy originates from the Greek strategos. Say strategos comes from the word stratos which means military and nag which means to lead. Strategy (Duhé, 2021) can also be said as an answer to questions about what we want to do, what organization we want, and where the organization is going (Cordery & Parker, 2009). Meanwhile, according to the term strategy implies a careful plan regarding activities to achieve a goal (specific goals). Strategy is a statement that directs how each individual can work together in an organization, in an effort to

achieve the goals and objectives of the organization. In the context of education, strategy is a method used to achieve planned goals in realizing better education (Priyambodo & Hasanah, 2021). If it is connected with educational institutions, strategy is a way to improve the quality in these educational institutions in accordance with the desired goals. While it is an institution, media, forum, or certain situations and conditions that allow the implementation of the learning process, both in a structured way and in a tradition that has been created before. Online learning for students (Hasibuan et al., 2022), requires educators to be active and creative (Sharoff, 2019), because with all the limitations must be able to stimulate aspects of the development of learners. The development of digital technology today, such as the use of mobile phones (Čamaj et al., 2019), multimedia computer (Lau et al., 2014), internet and other audio-visual facilities for learning.



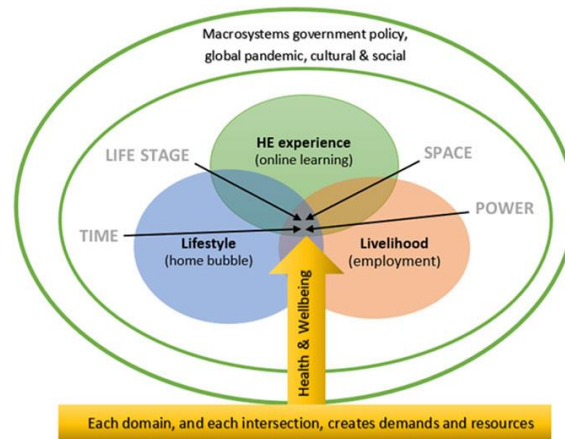
**Figure 2. European Network of Innovative Higher Education Institutions (ENIHEI) (Initiative et al., 2022)**

The above image is a doodle created during the June 2022 roundtable on education and innovation at the first European Education and Innovation Summit. It shows the interlinking of universities, regions and the private sector throughout Europe. This includes how universities need to link with innovation sectors, how regions form ecosystems of living labs, universities and innovation centres, how students challenge their institutions to make more partnerships and studies, and how the private sector sorts skills and works with universities. The steps above can be implemented in educational institutions in Indonesia which is an archipelagic country

Educational institutions can be interpreted as a place used for the implementation of education which is also responsible for the implementation of education (Saleh, 2017) and human resources in it and have a clear structure. It can be concluded that the strategy of an educational institution is a method used by an educational institution in developing the quality of educational institutions, both the quality of learning (Saleh, 2017), teachers, graduates or management in the institution. One of the main strategies that need to be done to make the world of education better is the development of teachers who are very influential for students, schools and the environment. Therefore, the role of the teacher is very important in bringing the flow of education to a better level.

## 2. Innovation of Educational Institutions during the Covid-19 Pandemic

Innovation or tajdid in educational institutions is very important. This is a benchmark for the quality of change in educational institutions. One of the factors that has led to improving the quality of educational institutions, lies in the quality of human resources which have a very important role in the learning process and the quality of students in school institutions. Human resources who play an active role in improving the quality of educational institutions, namely teachers. For students, the teacher is the inspiration for learning, as a motivation, facilitator and booster for students' learning (Johnson, 2017), thus the teacher can be called a learning agent. In this case the teacher needs to have a strong desire to continue learning in order to add insight and develop creativity according to the times and circumstances with the aim of developing the quality of teachers in educational institutions. Carrying out the educational process is the task of the teacher who actually does not only provide knowledge but provides education to students broadly so that students have good character and can interpret learning critically. A teacher has such a big role and responsibility that the teacher needs capital in educating students. The capital is the spirit of learning, the spirit of changing oneself for the better. Because capital is what makes teachers easier and more enthusiastic in carrying out their duties and responsibilities and can improve the quality of education. Therefore, the increasing quality of education can be seen from the number of qualified teachers in each educational institution. Teacher quality can be seen from the way the teacher teaches (Johnson, 2017), socializing, behaving, speaking and enthusiasm in learning to seek new knowledge so that the seriousness of educational institutions is needed in responding to the implementation of face-to-face learning for students. Educational institutions in general have prepared various means to support learning activities by utilizing various digital platforms.



**Figure 3. A socio-ecological systems (SEC) model highlighting the multifaceted influences and interactions of Higher Education experiences, livelihood, and lifestyle on an individual's health and wellbeing during a global pandemic phenomenon (Godber & Atkins, 2021)**

That arise in each of the domains of higher education experience (new technologies, remote online teaching, and learning), lifestyle (home bubble, work-home balance), and livelihood

(employment, workload), on lecturer wellbeing. In the sixth we argue that the four factors of time, space, power, and life stage are important elements of a “socio-ecological system”. Section seven considers the socio-political factors influencing demands, resources, and wellbeing during a global pandemic. We draw on self-observation, self-reflection, memories, and anecdotal evidence to argue for a stronger analytical framework to improve understanding about the relationship between higher education experiences, lifestyle, and livelihood, and how they relate, interrelate, connect, interconnect, and intersect within a “socio-ecological” framework, during unprecedented circumstances. We note that future research on student lifestyle, livelihood and HE experience during pandemic times would further enhance teaching and learning pedagogical practice in HE institutions. One of the qualities of a teacher can be seen from how a teacher carries out the teaching and learning process to students under any circumstances. Even during a pandemic covid-19 at the moment. The existence of the covid-19 pandemic is a new challenge for educators in carrying out their duties. One of them is the task of the teacher in teaching. teaching process which is usually carried out face-to-face in class, due to the pandemic covid-19 the teaching and learning process is carried out with an online or online system (in a network). This requires cooperation from various parties, both the school and outside the school. In addition, it is necessary to coordinate between the head of the madrasa, each teacher and other educators with the aim of finding solutions and ways to facilitate student learning during a pandemic covid-19.

In this case the quality of teachers needs to be improved even in a pandemic situation. With the aim of maximizing teacher duties during a pandemic covid-19 due to the many effects or negative impacts that occur. As with the lack of student enthusiasm for learning, teachers feel constrained in conveying learning and the need for adaptation in dealing with pandemic conditions covid-19 which has never been experienced by educators. Therefore, there is a need for a strategy from educational institutions to improve the quality of teachers during a pandemic covid-19. Improving teacher quality is the main task for madrasah heads. It is necessary to have facilities to improve the quality of a teacher in educational institutions. Educational institutions are one of the objects affected by the covid-19 pandemic, especially teaching staff. One of these impacts is the existence of obstacles related to the implementation of tasks and the role of the teacher in the teaching and learning process. The role of a teacher in the current conditions, not only provide insight knowledge, but rather create the attitudes and souls of students to be able to survive in the midst of a pandemic, as well as provide motivation for students to be more enthusiastic about learning with some limitations due to the pandemic covid-19. Therefore, there needs to be a way to deal with this situation. Media use YouTube, power point and the tik tok application to explain learning material. As well as program implementation teacher school which is a place for teachers to improve the quality of carrying out their responsibilities and duties. Program teacher school this was already running before the covid-19 pandemic. Even so, this program continues to run with online classes and complies with health protocols.

The existence of this program is motivated by the opinion of the principal about the progress and fall of an educational institution depending on the quality of the human resources in it. Thus, this program was approved by all parties. The program was implemented with the aim of improving the quality of each teacher, both cognitive, personality, social and skills that make

it easier for a teacher to carry out his duties. By learning and adding insight, teachers will not lose their right to teach, especially with the covid-19 pandemic, teachers are encouraged to continue learning so that they are able to overcome the problems faced during the covid-19 pandemic. Some information related to strategies being implemented to improve teacher quality during a pandemic covid-19 according to the results of interviews and observations. The teacher carries out the program teacher school with such activities microteaching using learning media and reviewing books or scientific studies in which there are discussion activities and sharing between friends. This activity is carried out once a week, to be precise on Friday after the teachers carry out the learning process. With a schedule of activities that have been prepared by the head of the madrasah and deputy head of the curriculum. Program implementation teacher school during the covid-19 pandemic, it was still carried out by implementing health protocols. Apart from improving the quality of teachers in educational institutions, this activity also aims to maintain the coordination and communication of each teacher during the implementation of learning during the covid-19 pandemic.

The first activity is microteaching (Julhijah, 2017) which was carried out by 1 teacher who had been appointed by the school principal before the activity was carried out, so the teacher who had a turn could prepare for implementation microteaching. This activity was carried out with the aim of increasing the teacher's ability to convey learning material and adding innovation to making learning media for other teachers. This activity is carried out for 1 hour in the form of teacher activities explaining according to the lesson plan made and learning media that support the teacher in delivering learning material. After the teacher finished, there was a question and answer session related to the material explained by the model teacher. If this has been answered, then one or two teachers appointed by the principal will evaluate and provide input for the microteaching activities that have been delivered by the model teacher. During a pandemic covid-19 this activity is carried out online through a zoom meeting. For the process of its activities, the model teacher uploads learning videos that have been made before and other teachers pay attention. When finished, the model teacher opens a question and answer session and a suggestion-criticism session for explaining the material in the learning video. This program is still carried out on Fridays after the teachers have finished carrying out the teaching and learning process online or in a network (online) with their students.

This activity greatly affects the teacher during the teaching and learning process. Teachers communicate more easily with children, master the material more, and are able to create creative learning media so that students are more interested in paying attention to the teacher's explanations. During the teaching process the teacher is not only passively reading material and giving assignments but the teacher is able to maximize learning time with children in an active and meaningful way. As well as building students' critical thinking (critical thinking), inviting students to be creative, discussing and attracting students' attention so that they are focused on the explanations that we convey by making innovative and creative learning media. This will make the learning atmosphere fun which will make students enthusiastic in learning.

The second activity is book review or scientific study (Academy, 2013). This activity was carried out with the aim of increasing the teacher's ability and liking in reading books and

increasing teacher insight through reading activities. Before the book review activity is carried out, each teacher must have finished reading the chapter or material that has been chosen by each teacher from a book determined by the school principal. So each teacher gets the same 1 book from the principal, after that each teacher chooses a different chapter from the book. After finishing reading, each teacher makes a summary regarding the contents of the chapter that has been read using power point. This is done before Friday. On Friday, all teachers must submit their summary results in PowerPoint form to the school principal. When the book review session begins, the teacher's representative appointed by the school principal presents and shows the summary results of the contents of the chapters that the teacher has read to all teachers. After the presentation is over then the discussion and sharing session between friends begins. For book review activities, every Friday the principal will rotate the teacher who will be the next presenter with the same book or it could be a different book if the chapters or materials contained in the book run out.

This is in addition to training the teacher's habit of reading fondly, it also trains the teacher's courage in expressing opinions. In addition, the mentality and confidence of the teacher in conveying the material is increasingly trained, and the way the teacher speaks or communicates is more organized and easy to understand. Because teachers are not only dealing with students but teachers are also dealing with parents and other communities. During a pandemic covid-19 currently, teachers have the additional task of establishing communication not only with students but also with students' parents. In a pandemic situation covid-19 In this case, the teacher needs good cooperation with parents in monitoring student learning activities while at home (Aziz et al., 2021). Good communication with parents will produce output which is also good for students. Because during this pandemic. More students are at home and learning activities are also carried out independently online, where teachers and students are both at home. Thus the learning activities carried out during the pandemic continue to run smoothly according to the expected goals.

## CONCLUSION

Strategy for educational institutions in improving the quality of teaching staff during a pandemic covid-19, for example a program teacher school focused on improving the quality of teachers and teaching staff. There is a spread of the virus covid-19, Education is one of the areas affected. This program aims to improve the quality of educators in carrying out their duties and roles in both normal and non-traditional situations pandemic covid-19. The program is carried out with two activities including, microteaching and reviewing books or scientific studies by utilizing digital media. This activity is carried out every Friday after the teachers have completed their teaching duties. With this program, many benefits are obtained by teaching staff teachers in carrying out these activities. Both in the form of increasing personality, knowledge, social and teacher creativity in carrying out the learning process. This will have an impact on the character of students who are good, cheerful, and enthusiastic in receiving learning material. So that teaching staff are able to face various challenges in the world of education, even during the covid-19 pandemic so that they can continue to work.



## Reference

- ❖ Academy, N. B. L. F. (2013). THE BOOK REVIEW – AN EDUCATIONAL TOOL FOR BRIDGING THE GAP BETWEEN RECEPTIVE AND PRODUCTIVE SKILLS. [https://www.researchgate.net/profile/Brandusa-Oana-Niculescu/publication/274953688\\_THE\\_BOOK\\_REVIEW\\_-\\_AN\\_EDUCATIONAL\\_TOOL\\_FOR\\_BRIDGING\\_THE\\_GAP\\_BETWEEN\\_RECEPTIVE\\_AND\\_PRODUCTIVE\\_SKILLS/links/552cfd90cf21acb0921169e/THE-BOOK-REVIEW-AN-EDUCATIONAL-TOOL-FOR-BR](https://www.researchgate.net/profile/Brandusa-Oana-Niculescu/publication/274953688_THE_BOOK_REVIEW_-_AN_EDUCATIONAL_TOOL_FOR_BRIDGING_THE_GAP_BETWEEN_RECEPTIVE_AND_PRODUCTIVE_SKILLS/links/552cfd90cf21acb0921169e/THE-BOOK-REVIEW-AN-EDUCATIONAL-TOOL-FOR-BR)
- ❖ Aziz, R., Novezry, A. R., Siswoyo, S. R., Mustofa, M. H., & Hady, M. S. (2021). Students' Social Care During the COVID-19 Pandemic: How Do School and Family Make Collaboration to Develop it? *Journal of Education Research and Evaluation*, 5(4), 542. <https://doi.org/10.23887/jere.v5i4.36911>
- ❖ Čamaj, J., Kendra, M., Šperka, A., & Mašek, J. (2019). Development and Current Trends in the Use of Mobile Devices. *Transport Technic and Technology*, 15(2), 28–35. <https://doi.org/10.2478/ttt-2019-0009>
- ❖ Cordery, J., & Parker, S. K. (2009). Work Organization. *The Oxford Handbook of Human Resource Management*, 9780199547(January). <https://doi.org/10.1093/oxfordhb/9780199547029.003.0010>
- ❖ Digidata. (2022). Transformasi Digital dalam Dunia Perbankan. Sokrates. <https://www.digidata.ai/2022/02/14/transformasi-digital-dalam-dunia-perbankan/>
- ❖ Duhé, S. (2021). What is Strategy? *Business for Communicators*, October, 179–191. <https://doi.org/10.4324/9781003000600-11>
- ❖ Godber, K. A., & Atkins, D. R. (2021). COVID-19 Impacts on Teaching and Learning: A Collaborative Autoethnography by Two Higher Education Lecturers. *Frontiers in Education*. <https://doi.org/10.3389/educ.2021.647524>
- ❖ Hasibuan, M. B., Gultom, S., Wildansyah, & Sipayung, R. (2022). Online Learning Implementation During the COVID-19 Pandemic. *Proceedings of the 6th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2021)*, 591(Icla 2020), 26–31. <https://doi.org/10.2991/assehr.k.211110.092>
- ❖ Initiative, E. U., Student, E., & Initiative, C. (2022). European Network of Innovative Higher Education Institutions ( ENIHEI ) What the ENIHEI does. *European Education Area*. <https://education.ec.europa.eu/education-levels/higher-education/innovation-in-education/european-network-of-innovative-higher-education-institutions>
- ❖ Johnson, D. (2017). The Role of Teachers in Motivating Students To Learn Davion Johnson. *Journal of Graduate Studies in Education*, 9(1), 46–49.
- ❖ Julhijah, N. (2017). Micro Teaching Practice in Introducing Teaching Methods and Techniques. 6(2), 209–222.
- ❖ Lau, R. W. H., Yen, N. Y., Li, F., & Wah, B. (2014). Recent development in multimedia e-learning technologies. *World Wide Web*, 17(2), 189–198. <https://doi.org/10.1007/s11280-013-0206-8>
- ❖ Maleka, S. (2015). Strategic Management and Strategic Planning Process. *South Africa Perspective, First Edition*, 1, 1–29. [https://www.researchgate.net/publication/273757341%0Ahttps://www.researchgate.net/publication/273757341\\_Strategic\\_Management\\_and\\_Strategic\\_Planning\\_Process](https://www.researchgate.net/publication/273757341%0Ahttps://www.researchgate.net/publication/273757341_Strategic_Management_and_Strategic_Planning_Process)
- ❖ McFadden, C. P. (2019). Science education in the USSR. *Science Education In Global Perspective: Lessons From Five Countries*, 155–174. <https://doi.org/10.4324/9780429305450-5>

- ❖ Priyambodo, P., & Hasanah, E. (2021). Strategic Planning in Increasing Quality of Education. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(1), 109–126. <https://doi.org/10.31538/ndh.v6i1.1138>
- ❖ Relacion, P. J. (1994). *Qualitative Research Methods*. Academia.Edu, 18. [https://www.academia.edu/37017373/Qualitative\\_Research\\_Methods\\_DEFINITION\\_OF\\_QUALITATIVE\\_RESEARCH](https://www.academia.edu/37017373/Qualitative_Research_Methods_DEFINITION_OF_QUALITATIVE_RESEARCH)
- ❖ Royadi, D., Susiana, N., & Khumaida, F. A. (2019). Effectiveness Management of Qualitative Research in Writing Scientific Papers. *Aptisi Transactions on Management (ATM)*, 3(1), 84–90. <https://doi.org/10.33050/atm.v3i1.848>
- ❖ Saleh, S. (2017). Peran lembaga pendidikan dalam membentuk karakter bangsa. *Prosiding Seminar Nasional Himpunan Sarjana Ilmu-Ilmu Sosial*, 2, 101–112.
- ❖ Sharoff, L. (2019). Creative and innovative online teaching strategies: Facilitation for active participation. *Journal of Educators Online*, 16(2). <https://doi.org/10.9743/jeo.2019.16.2.9>
- ❖ Sumar, warni tuner. (2018). *Strategi Pemimpin Dalam Penguatan Iklim Sekolah Berbasis Budaya Kearifan Lokal Berlandaskan Pendidikan Karakter*. De Publish. [books.google.co.id](https://books.google.co.id)
- ❖ Taulabi, I. (2016). *KEPEMIMPINAN KEPALA MADRASAH DAN BUDAYA KERJA GURU*. TriBakti, 27(2), 285–301. <https://ejournal.iai-tribakti.ac.id/index.php/tribakti/article/view/270/213>
- ❖ Veronica, N. (2022). *Inovasi Pendidikan dan Pembelajaran Abad 21 serta Biodiversitas Indonesia*. Books.Google.Com, 77–89. <https://books.google.com/books?hl=en&lr=&id=2LJmEAAQBAJ&oi=fnd&pg=PA141&dq=pembelajaran+abad+21&ots=dqi5M5RMpg&sig=IG3rWNRHYpzjfiCGdCh2i5xl6w>