

Active, Creative, Effective and Fun Learning with Character in 21st Century Skills

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ARTICLE INFO

Keywords:

ACEJL;
Character;
Skills;
21st century

Article history:

Received 2022-02-22

Revised 2022-05-28

Accepted 2022-08-19

ABSTRACT

Character education is something that cannot be separated from 21st century learning. This study aims to explore the planning and implementation of Active, Creative, Effective and Joyful Learning (ACEJL) in creating a learning atmosphere that supports character content. The 21st century skills include critical thinking, creative, collaboration and communication (4C). A qualitative approach was used in this study with the research subject being 4 educators and 2 school principals teaching science and social studies subjects. This research was conducted on educators in two junior high schools in Palembang City. Data collection was taken by interviews, questionnaires and observations sourced from educators. An overview of the application of Active, Creative, Effective and Joyful Learning (ACEJL) in the success of a learning by adhering to the principles of 21st century skills that contain character which is a benchmark for educational success. The application of Active, Creative, Effective and Joyful Learning (ACEJL) was applied to both schools based on the Education Unit Level Curriculum and the 2013 Curriculum. Junior high school students in general are good and well-documented, but need adjustments to the latest curriculum (2013) to improve the quality of learning implementation plans that are in accordance with 21st century learning. The implementation of the Active, Creative, Effective and Joyful Learning (ACEJL) strategy with Character Loads for junior high school students is overall well implemented and needs to be improved on several things, namely the understanding of educators about the model and students so that it has an impact on the final learning outcomes.

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1. INTRODUCTION

Learning is the process by which behavior is generated or changed through practice or experience ((Whittaker, 2007). Changes in behavior according to (Slameto, 2010) include: 1) Changes occur consciously, 2) Changes in learning are continuous and functional, 3), and changes in learning are positive and active. In the learning process there is a goal to be achieved with regard to intellectual learning outcomes, attitudes, and skills in acting (Sudjana, 2010). Learning is effective when more senses are used by students and made functional and assisted by understanding that comes from experience (Setyosari, 2017). Learning is possible when educators provide students with appropriate stimulation and guidance. Educators play an important role in helping the success of the learning process of students. Objective of learning and educational goals are generally achievable Educa should be able to plan and organize learning activities of students through teaching models. In the implementation of learning, educators play an important role in choosing strategies/approaches and learning models that are based on goals and determine the learning success of students (Devi, 2012). Several factors clearly contribute to student learning and one significant factor influencing learning is the relationship between educators and students in the classroom (Gill, 2010). Effective learning requires the perfect blend of several qualities to create truly creative and effective educators who can have a positive impact on every learner.

Learning is programmed educator activities in instructional design, to create active learning, which emphasizes the provision of learning resources (Sagala, 2011). The learning process is based on Permendikbud No. 65. In 2013, the learning process in educational units was held interactively, inspiring, fun, challenging and motivating students to participate actively; contextual, and collaborative; provide sufficient space for the initiative, creativity and independence of students; and in accordance with the talents, interests, abilities, and physical and psychological development of students (Kemendikbud, 2016). Learning becomes the center of teaching and learning activities consisting of educators and students, which leads to intellectual maturity, emotional maturity, spiritual height, life skills and moral greatness, diversity of learning models is needed, because to meet the needs in teaching variety (tambunan, 2011). In the 21st century learning era, it is important to create an effective way to obtain the expected results in learning. The right and appropriate strategy for each student will make the learning process active, creative, effective and fun.

A learner-centered learning strategy is a teaching and learning process based on the needs and interests of students. Various learning activities are designed with a flexible learning system according to life, learning styles and learning objectives, where educators only act as facilitators, mentors, directors so that learning objectives can be achieved without neglecting the potential of students. (Zulvia Trinova, 2013). Active, Creative, Effective and Joyful Learning is an optimal strategy because students must be more daring to ask questions, express opinions and not be afraid of being wrong or embarrassed to be laughed at. At ACEJL students will be trained to find information, filter information, use information, discuss, ask questions, make observations, research, experiment, make reports, and so on. Learning strategy is a learning activity that can be achieved effectively and efficiently. (Gurney & Gurney, 2007) argues that classroom activities that encourage learning, assessment activities that encourage learning through experience, effective feedback in the learning process in the classroom, and effective interactions between educators and students also stimulate learning through experience are fundamental to efficient learning. Today's learning as proclaimed by the government to form a golden generation in 100 years of Indonesian independence must be based on education and character strengthening that can be integrated in learning in schools.

Character education is also understood as value education, character education, and moral education, character education which aims to develop the ability of all school members to make good and bad decisions, exemplary, maintain what is good and realize that goodness in everyday life wholeheartedly (Kemendiknas, 2010). The strong and intelligent characters possessed by students must go together and go hand in hand in the Active, Creative, Effective and Joyful Learning (ACEJL) systematics which is currently widely applied. ACEJL which contains characters relevant to the 21st

century skills that must be possessed by students. Character education is a sign in maintaining the harmonization of existing character and knowledge. 21st century skills refer to the development of the digitalization era that students must go through. Educational practitioners have advocated the need for modifications to the education system to support the development of skills, literacy, and character needed in the 21st century (Dunning, 2000)(Levy & Murnane, 2004). It signaled that the educational system must confess and incorporate 21st century skills in the academic context to acquire the intellectual capital of the citizens as the driving force of the 21st century. Assessment and Teaching of 21st Century Skills (Stauffer, 2020) simplifies 21st century skills into four broad categories, namely: (1) Ways of thinking, which consist of creativity, critical thinking, problem solving, decision making and learning, (2) Ways of working, consisting of communication and collaboration, (3) Tools for work, consisting of information and communication technology and information literacy, and (4) Skills for living in the world, consisting of citizenship, life and responsibility and social- society.

Learning cannot be separated from two things, namely planning and learning strategies. Good and structured lesson planning helps in implementing learning. (Ulfah, 2018). Learning strategies based on ACEJL, character education and 21st century skills are something that cannot be separated today. The success of the learning process is not only determined by the academic achievement of students, but there must be values of strengthening the character and skills of the 21st century. Therefore, research on the implementation of Active, Creative, Effective And Joyful Learning (ACEJL) with character in creating a learning atmosphere that supports 21st century skills, namely critical thinking, creative, collaboration and communication (4C) is very important. ACEJL provides students with fun and comfort thereby aiding effective information processing and long-term memory storage. Fun learning answers the challenge on the classic problem of boredom in learning.(Maaruf, 2009) The pleasure of learning makes the brain run well in processing knowledge(Willis, 2007). Character education in schools needs to be carried out, both in quality and quantity based on competence and character so that changes in the character of students become good (Ms & Swadayani, 2014). In (Enright, 2000) study, The function of education in the 21st century can be placed centrally where the educational framework is formed to suit and meet needs. ACEJL learning is student-centered and emphasizes character education in accordance with the current curriculum (Choirunnisa & Irsadi, 2014).

Based on the description of the background and theoretical study above, the main problems in this research are to obtain an overview of 1) Active, Creative, Effective and Joyful Learning (ACEJL) planning with character in 21st century skills in junior high schools, 2) Active application, Creative, Effective and Joyful Learning (ACEJL) contains characters on 21st century skills in junior high school. This research is expected to provide an overview and improvement in the planning and implementation of Active, Creative, Effective and Joyful Learning (ACEJL) in supporting 21st century character and skills education.

2. METHODS

Type of Researchs

This study focuses on the ACEJL model in learning that occurs in junior high schools. This study aimed to describe the phenomena that occur in the field of the planning and implementation of the learning process that has lasted ACEJL model that can be observed, and evalu a man. The type of research used is descriptive research with a qualitative approach. This study aims to describe (Sugiyono, 2014)

Research Locations and Data Sources

This research was conducted in two schools, namely Junior High School with accreditation category A and Junior High School with B accreditation in Palembang city. Selection of accreditation to see if there are differences in the preparation of the design and implementation of ACEJL learning with character in 21st century skills in schools.

Sources of data in this study include: (1) 4 educators with details of 2 science subject teachers and 2 social science teachers aged 30-40 years, and the principal as informants as many as 2 people because in

two schools with less over 50 years (2) Junior High School in Palembang as a place for teaching and learning activities/learning activities (3) archivists, documentation in the form of photos, lesson plans and so on, as well as a questionnaire regarding the implementation of the ACEJL model in learning in the field.

Data Collection Techniques and Instruments

The methods of gathering information that will be used in this review are: (1) inside and outside meetings, this kind of meeting can be customized and open, not strictly organized, not in the right setting, and is usually done repeatedly at different sources, (2) This perception will be resolved formally and casually, to see the various exercises and opportunities that occur in the SMP where the exam takes place. (3) A note investigation is carried out to collect information sourced from reports and documents contained in the SMP under study Information instruments under review these are archive instruments, speech instruments, and polling instruments.

Data analysis technique

Information investigation is the handling of information from information sources or all respondents who have been collected (Sugiyono, 2014). Information inquiry is also a movement undertaken to transform information from a review into actionable data into an end. The information investigation strategy used in this test is to use information exploration methods and qualitative exploration approaches.

3. FINDINGS AND DISCUSSION

a. Character Loaded Learning Planning

(Fitraeni et al., 2018) RPP is a temporary purpose to measure or project what will be done in learning and a work to assess the movements that will be carried out in learning exercises. From now on, lesson plans should be created to help with learning exercises that are appropriate to people and 21st century learning content. (Fitraeni et al., 2018) stated that the development of learning models should focus on the consideration and ability of students to standard material used as review material in learning, the teacher is not only an exchange of information but also to stimulate and encourage students to learn by utilizing different media with other sources. appropriate learning, while still supporting the norms of basic skills and abilities.

The components in learning planning include Competency Standards, Basic Competencies, Competency Achievement Indicators, learning objectives, learning materials, approaches, learning models and methods, learning activity steps, tools, learning resources and learning evaluations. Character-laden learning plans that are the focus of this research are Natural Sciences (IPA) and Social Sciences (IPS) subjects. Science learning is the science of natural phenomena as outlined in the form of principles, facts, concepts, and laws that are validated by a series of activities in a scientific way. (Chiapetta & Koballa, 2010) The characteristics of IPA provide analytical and empirical results that can be accounted for in essence. The characteristics of social studies learning are theories about how to develop social intelligence, think critically, creatively, innovatively, have noble character and personality, and make it scientific. (Intan Talitha & Cempaka Sari, 2016). Based on the two characteristics above, educators are required to be able to plan and create stimuli for learning science and social studies to achieve character-laden learning in the 21st century. This research opens up horizons regarding lesson planning in A- and B-accredited Junior High Schools.

1. Lesson Planning Charged characters on 21st century skills for Junior Accredited A

The curriculum used in schools with an accreditation is the 2013 revised 2017 edition. The curriculum has been implemented in all classes from grade VII to grade IX. The 2013 revised 2017 edition of the curriculum basically has a fundamental change in its learning planning. This change in essence must be followed by educators as the spearhead in the implementation of education. The progress of the era where learning must apply Active, Creative, Effective and Joyful Learning (ACEJL) with character in creating a learning atmosphere that supports 21st century skills. Good planning will

facilitate the implementation of learning carried out by educators. This study was conducted with two subjects with different characteristics, namely science and social studies.

Planning for science learning to suit its characteristics applies Active, Creative, Effective and Joyful Learning (ACEJL). This can be seen in the steps of learning in learning planning that do not only use lecture or conventional methods in general. The learning step uses variations according to the needs of the material in science learning to find things such as discovery or inquiry. Learning Planning for Science Subjects in which there are character values in the subjects taught by educators as evidenced by the study of existing documents in the school. The science subjects in the lesson plans have 9 character values included in learning, namely: honest, creative, disciplined, responsibility, tolerance, mutual cooperation, polite, responsive, and pro-active. These nine character values are included in the learning implementation plan to provide strengthening character values in every learning carried out by educators. This character is included in the 21st century skills, namely critical thinking, creative, collaboration and communication (4C). Critical thinking appears in the character of being honest, disciplined and responsible, creative appears on the creative character, collaboration appears on the character of tolerance, pro-active and polite, communication appears on the character of mutual cooperation and responsiveness.

Lesson Planning Subjects IPS character of students in the lesson plan is discipline (discipline), perseverance (diligence), responsibility (responsibility), accuracy (carefulness), cooperation (cooperation), Confidence (confidence) and the Passion (lovely). This finding is based on a review of lesson plans provided by educators. This character value is in accordance with 21st century learning based on 4C (critical thinking, creative, collaboration and communication). Where in critical thinking there are values of discipline (discipline) and accuracy (carefulness), creative diligent (diligence) and self-confidence (confidence), collaboration cooperation (cooperation) and communication Love (lovely). Character learning planning can be used as a reference in learning based on Active, Creative, Effective and Joyful Learning (ACEJL). This can be seen in the learning steps used, which use learning models that are in accordance with learning in the 2013 curriculum. The learning models used in learning planning in social studies subjects are inquiry learning, learning cycle, and Project Based Learning.

2. Lesson Planning Ber charge Characters in the 21st century skills for Junior Accredited B

The curriculum used in schools with B accreditation is the K13 curriculum and the Education Unit Level Curriculum. The implementation of these two curricula occurs because class IX still uses the old curriculum, for class VII and VIII it uses the K13 curriculum. This curriculum difference means that learning planning must adapt to the curriculum used. At the time of document review, it was found that learning planning in science and social studies was still using the KTSP curriculum. There have not been many changes to the lesson plan, this actually indicates the need for an update in this document. Learning planning documents have different formats for each subject, this raises questions about the reference format used in schools. Learning planning must be in accordance with Active, Creative, Effective and Joyful Learning (ACEJL) so that learning can still achieve learning objectives. Science and social studies learning basically must be included in ACEJL and character in lesson planning to suit 21st century learning.

Science learning which has the characteristics of proving a truth by experimenting on lesson planning is not shown because the learning steps that are Exploration, Elaboration, Confirmation are not explained so that scientific steps do not appear in science learning. Scientific steps are fundamental things that cannot be separated from learning so that structured and systematic planning will facilitate the learning process with character. Science Learning Planning actually has character values in it, but these character values do not appear in the learning steps. Character values appear in the learning objectives, this makes the character values invisible in the learning process. The character values in this subject are working together, communicating, respecting the opinions of friends. Based on 21st century skills of critical thinking, creative, collaboration and communication, not all characters are included in these skills. There are two skills that emerge, namely collaboration in respecting the opinions of friends

and communication, namely working together, communication. Improvements actually need to be made in the preparation of learning implementation plans so that the character values are clearer. The adjustment of learning planning and the latest curriculum which emphasizes more on character education needs to be improved and it is felt that there is a need for a revision to the science learning plan.

Social studies lesson planning has a slightly different learning implementation plan format from the science subject format. Social studies learning planning based on its characteristics must foster an attitude of critical thinking, creative, innovative, character and virtuous. These characteristics are in accordance with the character content that appears in the learning implementation plan. The value of student character is discipline (discipline), respect and attention (respect), diligent (diligence), responsibility (responsibility), thoroughness (carefulness). This character load is in accordance with 21st century skills of critical thinking, creative, collaboration and communication (4C). Critical Thinking appears on discipline (discipline) and responsibility (responsibility), creative appears on diligence (diligence), collaboration appears on respect and attention (respect), communication appears on accuracy (carefulness). The learning steps in the social studies learning implementation plan are also good, there are various activities that can foster character values, but Active, Creative, Effective and Joyful Learning (ACEJL) has not fully appeared in the learning steps. This happens because the learning steps shown in the document review are still not widely described so that learning according to ACEJL is more interesting, effective and efficient in its planning.

From the various learning plans that have been described above, the character values have been listed and well documented in the learning implementation plan. It can be seen in the character values of each lesson plan that is raised in accordance with 21st century skills. Critical thinking (critical thinking), Creative (creative), Collaboration (collaboration) and communication communication. Strengthening the character in the implementation of the lesson plan should be more elaborated on the activities of the learning steps because the lesson plan is the reference that educators have in teaching so that it is not too far from the initial learning plan that was made.

b. Implementation of Active, Creative, Effective, and Fun Learning Procedures (ACEJL) with Character and Skills in the 21st Century

In practice Active, Creative, Effective And Joyful Learning (ACEJL) dug out of character values contained therein to diaktualisasikan in learning, so that the values of these characters can be implanted or internalized into the self-learners and developed creatively to contain more varied character values. ACEJL is a neutral learning strategy and can be filled with character values according to the interests of teachers and students (Suyadi, 2015). ACEJL in practice can be in accordance with 21st century learning. The aim of this approach is to equip educators so that they can prepare students to enter the digital era, known as the 21st Century Era, through effective teaching and learning processes in the classroom (Ichwan et al., 2014). ACEJL was analyzed by observing four dimensions, active, creative, effective and fun in the classroom in learning with the application of character values. Confirmation in the implementation of learning was carried out to 4 educators with details of two science subject educators and two social studies educators with two different accredited schools. The implementation of ACEJL with character in 21st century learning can be seen by the various indicators listed in the table below:

Table. 1 ACEJL Implementation Indicator with Character

No	ACEJL Implementation Indicator Items with Characters
1	Understanding of the ACEJL model
2	Principles of learning ACEJL
3	Character values contained in ACEJL
4	Daily teaching in applying the ACEJL learning model
5	Use of props/media that supports ACEJL
6	Constraints, when using the ACEJL model
7	Influence on learning achievement in the application of ACEJL

ACEJL Implementation Indicators containing Character are intended to facilitate the implementation of character values, educators' understanding, and the impact that can be caused to suit 21st century learning that uses the principles of critical thinking, creative, collaboration and communication.

3. Charged Learning Implementation character in the 21st Century Skills u ntuk accredited A Junior High School

During the implementation of ACEJL in A-accredited schools, confirmation of the implementation of science and social studies subjects was confirmed for the two teachers. Confirmation of this implementation using indicators, namely: 1) understanding of the ACEJL model, 2) principles in ACEJL learning, 3) character values contained in ACEJL, 4) daily teaching in applying the ACEJL learning model, 5) use of tools visuals/media that support ACEJL, 6) constraints, when using the ACEJL model, 7) influence on learning achievement in the application of ACEJL.

The understanding of the ACEJL model was asked to educators who teach science and social studies subjects. Science subject educators understand the meaning of ACEJL by defining it as this learning activates students with ways and goals so that learning is not only fun but also effective in the teaching and learning process. Social studies subject educators define ACEJL as Active, Creative, Effective and Fun Learning that emphasizes the learning process that attracts the interest of students. From these two definitions, both educators have understood the ACEJL model theoretically.

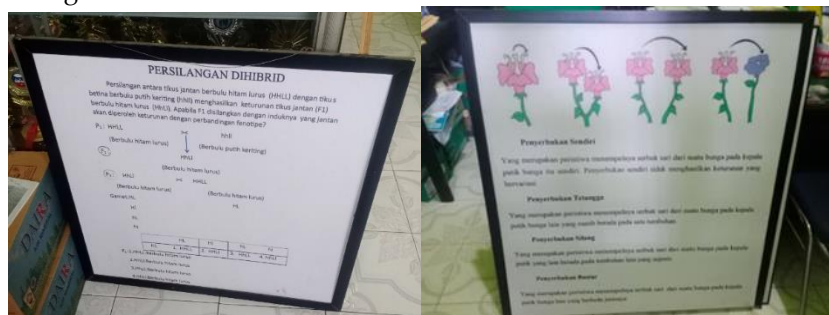
The principles in the implementation of ACEJL are based on the definition that it is understood that this principle leads to learning that is actively, creatively, effective and fun without losing the four dimensions. Science subject educators stated that ACEJL was in accordance with the 2013 curriculum, namely elaboration, exploration and confirmation. This statement is actually not in accordance with the 2013 curriculum which emphasizes HOTS abilities. Social studies subject educators understand that the principles in ACEJL are contained in the elaboration, exploration, and confirmation steps that exist at each learning step. Things that are not in accordance with the 2013 curriculum are in the statements of these two educators because the principles in ACEJL are 4 active, creative, effective and fun dimensions and their suitability in 21st century learning contained in the 2013 curriculum. Elaboration, exploration and confirmation are more closely related to KTSP.

The character values contained in ACEJL are characters that are in accordance with 21st century learning. Science subject educators state several character values including tolerance, mutual cooperation, honesty, religion, nationalism. Social studies subject educators state that tolerance and mutual cooperation are character values that can be included in ACEJL learning. 21st century learning which has 18 character values should be shown more by educators because based on the amount delivered by educators there are still very few so it is necessary to increase the character values that want to be included in learning

The learning model used daily by educators in schools is based on the ACEJL principle. Science subject educators stated that ACEJL principled learning was created by itself during the learning process because there was positive interaction between teachers and students which made the class active and fun. Social studies subject educators stated that the ACEJL learning process exists because it is between students. From the two answers, the process of active, creative, effective and fun dimensions in learning has not been detailed. Learning is still limited to the interaction between the transmitter and

the receiver that occurs in the classroom. The learning steps cannot be said to be in accordance with the ACEJL principles.

Media or props that support ACEJL in it should be able to strengthen the four dimensions of being active, creative, effective and fun. Science subject educators stated that they had used supporting media. This can be seen in Figure 1.



Picture. 1 Student Creativity in Science Learning

The picture above is the creativity of students in making teaching aids or science learning media to make it easier to accept and understand science lessons. The active, creative, effective and fun dimensions can be seen in the media made by students. Social studies subject educators apply media or teaching aids in accordance with the ACEJL learning model that is adapted to the material to be taught, for example through stories that are presented and pictures as the stimulus presented. Students in social studies subjects implement the ACEJL learning model by making works as a form of actualization in social studies learning. Figure 2 shows the results of this work.



Figure 2. Student Proclamation Text Work

Student proclamation text work is a form of active, creative, effective and fun dimensions that exist in learning. The obstacle when using the ACEJL model was stated by both science and social studies subject teachers was the timing of the learning implementation and the material being taught. Implementation time if using ACEJL as a whole, the time used will run out by not getting content from the subject matter provided by educators in science and social studies subjects. In addition, not all students are active in the field, the motivation of children is less involved, students sometimes prefer to play rather than learn about the content of the material provided if they apply ACEJL from the beginning to the end of learning.

The influence on learning achievement in the application of ACEJL according to the two educators in these two subjects stated that student learning achievement was increasing, it could be seen from the daily test scores of students. The daily test scores tend to be not as high as the daily test scores with the application of the ACEJL model. In addition to the value in the knowledge aspect, according to the educators, the improvement can also be seen from the attitude aspect which is felt to be more active and motivated in learning if applying the ACEJL model.

4. Implementation of Frame Loaded Character Education in the 21st century skills for Junior Accredited B

During the implementation of ACEJL in B-accredited schools, confirmation of the implementation of science and social studies subjects was confirmed to the two teachers. Confirmation of this implementation using indicators, namely: 1) understanding of the ACEJL model, 2) principles in ACEJL learning, 3) character values contained in ACEJL, 4) daily teaching in applying the ACEJL learning model, 5) use of tools visuals/media that support ACEJL, 6) constraints, when using the ACEJL model, 7) influence on learning achievement in the application of ACEJL.

The understanding of the ACEJL model was asked to educators who teach science and social studies subjects. Science subject educators explain that ACEJL model is a student activity that is directed to be more effective, not active in vain, and like the lessons being taught. Social studies subject educators state that this model emphasizes active, creative, fun learning without forgetting the essence of learning itself, which is being able to transfer knowledge and be well received by students. From these two statements, both educators have understood the ACEJL model theoretically.

The principles in the implementation of ACEJL are based on the definition that it is understood that this principle leads to learning that is actively, creatively, effective and fun without losing the four dimensions. Science subject educators state that they provide direction for students to active learning which is fun and can be invited by students to have a broad view of the population and so on. Social studies subject educators state that the principles of learning in ACEJL are adapted to the 2013 Curriculum and KTSP.

The character values contained in ACEJL are characters that are in accordance with 21st century learning. Science subject educators state several character values including in accordance with the curriculum used, namely KTSP for grades VII and VIII already in K13. Social studies subject educators stated that the character values contained were responsibility, discipline, religious (religious), communicative included in ACEJL learning. 21st century learning that has character values of 18 should be shown more by educators because based on the amount delivered by educators there are still very few so it is necessary to increase the character values that want to be included in learning by adjusting the curriculum.

The learning model used daily by educators in schools is based on the ACEJL principle. Science subject educators state that they cannot be used daily, they must be interspersed with lectures so that the material can be completed on time. Social studies subject educators stated that ACEJL was applied according to the material in the lesson, so not everything was delivered. From the two answers, the process of active, creative, effective and fun dimensions in learning has not been detailed. Learning is still limited to the interaction between the transmitter and the receiver that occurs in the classroom. The learning steps cannot be said to be in accordance with the ACEJL principles.

Media or props that support ACEJL in it should be able to strengthen the four dimensions of being active, creative, effective and fun. Science subject educators stated that they had used supporting media. It can be seen in Figure 3.



Picture. 3 Human Nerve Cells in Science Learning

The picture above is the creativity of students in making human nerve cells in science learning to make it easier to accept and understand science lessons. The active, creative, effective and fun

dimensions can be seen in the media made by students. Social studies subject educators, according to their presentation, use existing video media and projectors to help explain social studies learning.

The obstacle when using the ACEJL model was stated by both science and social studies subject teachers was the timing of the learning implementation and the material being taught. Implementation time if using ACEJL as a whole, the time used will run out by not getting content from the subject matter provided by educators in science and social studies subjects. The ability of students who are different in receiving the lessons presented by the teacher is said to be slow, some are fast. The factor of the economic ability of students is also an external constraint which is stated because not all students come from the upper middle class economy. This has an impact on some creativity and student activities that are felt to be limited.

The influence on learning achievement in the application of ACEJL according to the two educators in these two subjects stated that student learning achievement was increasing, but depending on the characteristics of the material presented. If the material is in accordance with the ACEJL model, the achievement tends to be high, if it is not appropriate, it tends to be low. In general, the value with the application of ACEJL tends to be high when compared to the usual lecture method.

c. Character Values in ACEJL learning in 21st Century Learning

ACEJL learning in both schools with A and B accreditation must conform to the character values proclaimed by the government. There are eight of the 18 character values, namely: Religious, Creative, Curiosity, Independent, Tolerance, Democratic, Environmental Care, Social Concern, Honesty, Discipline, Hard Work, National Spirit, Love for the Homeland, Appreciating Achievement, Friendly and communicative, Love Peace, Love to Read, and Responsibility. The aim of ACEJL learning is to equip educators so that they can prepare students to enter the digital era, known as the 21st Century Era, through effective teaching and learning processes in the classroom. (Ichwan et al., 2014). ACEJL learning as a character value, was analyzed by observing four dimensions, such as how active, creative, effective and fun the situation in the classroom was in learning. This dimension is specifically measured by paying attention to learning planning instruments, the implementation of ACEJL learning with character values which consist of indicators consisting of student initiatives, educator facilitation, various sources and initiatives, student performance and achievements, as well as responses from students regarding the ACEJL model.

Initial problems land found students who are not motivated and interested in learning on learning because it uses a regular lecture or teacher centered. The application of the ACEJL model cannot be carried out continuously considering the short learning time with quite a lot of material in the three subjects, both science and social studies. Many subject educators need time to be able to make various fun activities in the teaching and learning process. They try to apply learning centered on the teaching and learning process of students. ACEJL basically activates students in fun learning, stimulates creativity and is effective in student learning outcomes. In terms of implementation, the two schools encountered some general obstacles. The A-accredited Junior High School is constrained by time and content issues, so that only a few supporting materials can be applied using the ACEJL model. The B-accredited Junior High School also experienced the same thing plus there was a lack of input from students who came from a variety of different elementary school backgrounds. Educators as a whole actually understand the existing ACEJL model, but there is a need for improvement in terms of delivery and design. Character values, it was found that the A-accredited Junior High School implemented character values more significantly when compared to the B-accredited ones.

This can be seen from the products of learning activities produced by students and learning planning by educators. Values recurring characters include the disciplines (discipline), perseverance (diligence), responsibility (Responsibility), accuracy (carefulness), cooperation (cooperation), confidence (confidence), love (lovely). In its application, not all of the 18 character values can be applied completely. This character value can actually be applied in more detail when learning takes place, because that's when the activities and character values of students can be

observed by educators more clearly. Character values are appropriate in 21st century critical thinking, creative, collaboration and communication (4C) learning.

ACEJL learning is one of the learning strategies which indirectly is an approach that maximizes learning outcomes to achieve learning objectives more effectively and more efficiently in accordance with the abilities of students. In line with the research of Hasan et al., (2015) the language learning strategy through ACEJL learning highlights the positive and significant effect on achievement and changes in their behavior at the elementary school level so that the ACEJL learning strategy shows learning is able to improve students' ability to achieve the desired learning goals more effectively and efficiently. The AJEL or ACEJL approach is designed to activate students, develop creativity so that learning takes place effectively but is still fun (Maaruf, 2009). AJEL (Active, Joyful, Effective Learning) is an approach that can be used by educators to create varied and effective learning. The need for improvement in all learning processes is due to the development of the curriculum from the Education Unit Level Curriculum (KTSP) to the 2013 Curriculum (Choirunnisa & Irsadi, 2014).

4. CONCLUSION

Learning (ACEJL) Loaded with Character in 21st century learning concluded : 1) The implementation plan of learning Active, Creative, effective Joyful Learning (ACEJL) Loaded Character learning 21st century for Learners Junior Secondary in general has been good and well-documented, but necessary adjustments to the curriculum for improved quality of lesson plan , 2) The implementation of Active, Creative, Effective Joyful Learning (ACEJL) learning with character in 21st century learning as a whole is well implemented and needs improvement in several things, namely the understanding of educators about this model and students who sometimes play more often during learning so that it has an impact on the final results of learning , 3) In the future, after research, it can make students understand the material being studied better because ACEJL learning is considered to be able to arouse enthusiasm for learning, 4) Weaknesses for this research should probably be investigated with students as informants so that they can directly describe the impact of ACEJL learning on students, not only educators.

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