

## ABSTRACT

Marita Mulyaningrum, 2020, Analysis of the Implementation of Communication Skills in the 21st Century in Chemistry Learning (Case Study in MAN Semarang). Skripsi, Chemistry Education Department, Muhammadiyah University of Semarang. Advisors: I. Andari Puji Astuti II. Fitria Fatichatul Hidayah..

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Education in Indonesia is regulated in Law No. 20 of 2003 concerning the obligations of educators and education personnel, the objectives of education in Indonesia and the quality of education. In the 21st century, teachers have a big role in directing their students to be able to master several skills and competencies. Communication skill are one of the skills contained in 4 aspects of 21st century skills. This study aims to determine (1) the implementation of communication skills created by teachers in chemistry learning planning; (2) describe the implementation of communication skills in the implementation of chemistry learning, and (3) describe and compare the implementation of communication skills in both. This type of research is a qualitative descriptive study. This research was conducted at one of the State Madrasah Aliyah in Semarang City. The data collection technique was carried out by taking videos during the learning process. The analysis technique used was a video transcript of the lesson. Based on the results of the analysis of communication skills in learning planning, the percentage of the frequency of one-way communication skills was 61.1% and two-way communication was 38.9%. The teacher's written communication skills are in accordance with the chemical material and have been mastered as proven by the chemistry teacher using the appropriate chemical symbols. Teacher's oral communication skills can be divided into two, namely one-way oral communication skills and two-way oral communication skills. In this study, the resulting one-way and two-way oral communication skills have an average score of 94.4% and 81.4%. Researchers compared the existing communication skills in planning learning and implementing learning, the results obtained between the two skills were balanced. So it can be said that the teacher teaches according to the learning plan that has been made.