

**THE IMPLEMENTATION OF 4C'S IN THE ISLAMIC
STUDIES LEARNING AT CURRICULUM 2013 REVISION
IN SMP N 1 PURWOKERTO**



THESIS

Presented to Faculty of Tarbiya and Teacher Training
State Institute of Islamic Studies Purwokerto
as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.) in Islamic Education

IAIN PURWOKERTO

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Declare that all statements, opinions, and analyses that i have written in this thesis are my original work, i optimally conducted my own research with the help of references and suggestions. If my claim related to the analyses that i made persist in the future, i would be fully responsible for the clarification.

Purwokerto, 13th July 2020

I who declare,



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APPROVAL

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**THE IMPLEMENTATION OF 4C'S IN THE ISLAMIC STUDIES
LEARNING AT CURRICULUM 2013 REVISION
IN SMP N 1 PURWOKERTO**

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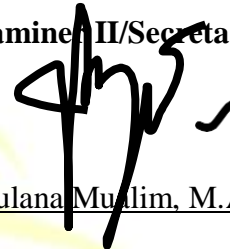
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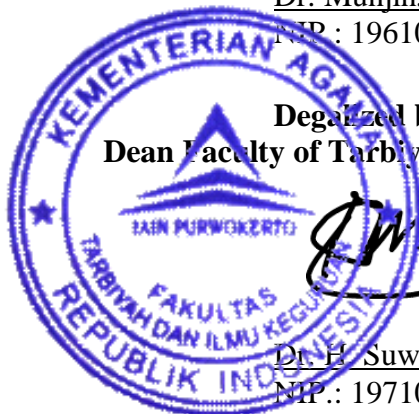
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MOTTO

“Do good to everyone, because actually you are being good to your self. The more you do good, the more it will back to you”



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DEDICATION

Alhamdulillah,

First of all, I would like to thank Allah Swt.,
because of His blessing I finally can finish this thesis.

This thesis is dedicated to:

My beloved parents, thank you for your love, struggles, support, and prayers for my
success, I would not be able to pay you all forever.

My brother and sisters who are one of the reasons for my spirit, Ikhsan Nur Fahmi,
Sifa Fatahiyani, and Ayda Rafeyfa Asyla, I hope and pray for you guys to be
successful in life and hereafter.

All of my friends who have supported and helped, and also for my advisors and
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**THE IMPLEMENTATION OF 4C'S IN THE ISLAMIC STUDIES
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FAVI NGIZA FATWATI

1617402007

ABSTRACT

Now we are facing the 21st century that is signed by the development of technology and information. The world has changed from industrial age to the knowledge age. People can easily get an information from everywhere and anywhere. 21st century has changed the concept of education which previously emphasized 3R learning to 4C's (communication, collaboration, critical thinking, and creativity). Due to that, the government has revised the curriculum 2013 to make it relevant with the 21st century development by integrating 4C's into learning. In the implementation, curriculum 2013 revision requires teacher to develop learning by integrating four things, namely: strengthen character education (PPK), literacy, 21st century skills (4C's), and higher order thinking skills (HOTS). The revision was completed in 2017 and it has been running since 2018.

This research is aimed to find out the implementation of 21st century skills (4C's) in the Islamic Studies (PAI) learning and also to find out the difficulties faced by the teacher in integrating 4C's into learning.

This research applied a qualitative descriptive approach. The subjects of the research were the headmaster and the teacher of Islamic Studies (PAI). The object of the research was the implementation of 4C's in the Islamic studies learning at curriculum 2013 revision. The data was obtained through an interview, and documentation.

Based on the data analysis, the author found that the implementation of 4C's in Islamic studies (PAI) learning at SMP N 1 Puwokerto had not been well implemented. From three parts that had been analysed by the author starting from integrating 4C's in the lesson plan, implementing in the learning, and evaluating to students, there were some parts that was not in accordance with the 4C's competencies, namely indicators of communication and creativity in the core activity section and assessment technique of oral and written, however the implementation of 4C's in the learning, it had been already integrated with the 4C's competencies.

***Keyword:* 4C's, Islamic Studies, Curriculum 2013 Revision**

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Bismillahirrahmanirrahim

In the name of Allah, the beneficent and the merciful

All praises be to Allah, the lord who has given so much blessing and guidance, so that i can be like now and finnally can finish this research. Peace be upon our prophet Muhammad Saw., his families, companions, and followers.

In this opportunity, i would like to say that this is one of happiness moment in life, because i can accomplish this research with the title “The Implementation of 4C’s In The Islamic Studies Learning at Curriculum 2013 Revision In SMP N 1 Purwokerto”. It is presented to the Faculty if Tarbiya and Teacher Training, in Partial fulfillment of the requirements for the degree of S.Pd., (S-1) in Islamic education.

This research can be done due to the help of many parties, therefore the researcher would like to say gratitude, thanks, and appreciation to::

1. Dr. H. Moh. Roqib, M.Ag., as the Rector of State Institute on Islamic Studies (IAIN) Purwokerto.
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3. Dr. H. Suparjo, M.A., as the I Deputy Dean Faculty Tarboya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto and also as the advisor of this research who has guided, and helped, to finish this research.
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Purwokerto, 13th July 2020

The Researcher,



Favi Ngiza Fatwati

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CHAPTER I

INTRODUCTION

A. Background of The Research

The development of 21st century is signed by the utilization of technology and communication in any part of life. This development makes the change of demand in society. Due to that, the business demand of skills and competencies from prospective employees have changed from traditional factory based skills of the past, to non cognitive competencies that include innovation, collaboration, and preserverance.¹

Based on the research of Trilling and Fadel, graduate student of school, diploma, and scholar don't have the competency in the: (1) oral communication and written, (2) critical thinking and problem solving, (3) work ethics and professional, (4) teamwork and collaboration, (5) working in the different group, (6) operating a technology, (7) project management and leadership. Due to that, the skills and competencies that we need to master for facing the demand of 21st century skills are very complex. There are seven kinds of life skills that required in this 21st century skills. Wagner explains that those skills are (1) critical thinking and problem solving, (2) collaboration and leadership, (3) dexterity and adaptability, (4) initiative and entrepreneur, (5) able to communicate effectively both in oral and written, (6) able to access and analyze information, (7) having curiosity and imagination.²

The education system tasked to fully prepare student with not only academic knowledge, but also with 21st century skills that is required by potential employer. Organization such as Partnership For 21st Century Learning (P21) has developed a framework to define and illustrate the key

¹Susan Brown, *Best Practice In 21st Century Learning Environment: A Study Of Two P21 Exemplar School*, Brandman University, 2018, p.1, <https://pdfs.semanticscholar.org>, Accessed on November 24, 2019.

²Ratna Hidayah, Moh. Salim, Tri Saptuti Susiani, *Critical Thinking Skill: Konsep Dan Indikator Penilaian*, Jurnal Taman Cendikia, Vol. 01 No. 02 Desember 2017, p. 127, <https://media.neliti.com>, accessed on November 24, 2019.

and competencies that is needed by students to be ready for the 21st century workforce. P21 framework has identified the 21st century competencies, some of them are: soft skills, employers identify as essential in the future workforce such as learning and innovation skill, technology skill, life and career skills.³

The 21st century skills demand the education to prepare the students to be able to face the global economic competition. Partnership For 21st Century Skills emphasizes that learning of 21st century have to lecture four competencies, they are communication, collaboration, critical thinking, and creativity.⁴ Moreover, Greenstein explain that students who live in the 21st century have to master science, metacognitive skills, critical thinking and creativity, collaboration and communication.⁵

Based on those researches above, it can be understood that orientation of education which only develop intellectual ability of the left brain can not be sustained anymore. The fact says that the competencies in the 21st century skills are more focus on the softskill. So in the educational aspect, the orientation of education it self has to be able to create or produce a generation who has competencies that is needed in this 21st century.

The development of 21st century and the demand for changing the competencies in the work life become the reason of revising curriculum 2013. The revision is needed to anticipate the development and the needs of 21st century according to current needs and characteristics of student. For that purpose, the education process needs to be more oriented toward the development of right brain, it can be prepared through a curriculum that is realistic, dynamic and flexible.⁶

³Susan Brown, *Best Practice In...*, p. 2.

⁴Ratna Hidayah, Moh. Salim, Tri Saptuti Susiani, *Critical Thinking Skill...*, p. 128.

⁵Lina Sugiyarti, Alrahmat Arif, Mursalin, *Pembelajaran Abad 21 Di SD*, Prosiding Seminar dan Diskusi Nasional Pendidikan Dasar 2018, ISSN: 2528-5564, p.440

⁶Mulyasa, *Implementasi Kurikulum 2013 Revisi Dalam Era Revolusi Industri 4.0*, (Jakarta: PT Bumi Aksara, 2019), p. 01.

The revision of curriculum 2013 is a completing curriculum that is based on character and competence. It has been implemented gradually on the 2017/2018 school year in the elementary and secondary school. If the implementation is doing well, so it will be implemented in the all of school level in the middle of 2020 or early 2020/2021 school year. The structuring and changing are carried out so that the national education system can be relevant and competitive and follow the development of 21st century. The structuring and changing of curriculum are carried out in line with national education system laws articles 35 and 36 which emphasize the need to improve national education standard.⁷ In the implementation, curriculum 2013 revision requires the teacher to improve learning activity by integrating four things are: strengthen character education (PPK), literacy, 21st century skills (4C's), and higher order thinking skills (HOTS). It needs a creativity of teacher in the implementation.⁸

The character education strengthen (PPK) movement must be integrated in the learning process to deepen and expand the characters, and in the same time to harmonize the various programs and activities of character education that have been done until now. The integration of strengthening character education in the learning process is emphasized to establish five characters, they are religious, nationalist, independent, mutual cooperation, and integrity. Integration of literacy in the context of school literacy movement (GSL) is aimed to improve the ability of school resident, especially to access, understand, and use something intelligently through various activities including reading, writing and speaking. The school literacy movement is a comprehensive effort to make school as learning organization whose citizens are literate throughout life. The integration of 21st century skills which include 4C's (communication, collaboration, critical thinking and problem solving, and creativity and innovation) is a form of curriculum anticipation of technological development and its application in society. The

⁷Law number 20 of 2003 concerning the national education system

⁸Mulyasa, *Implementasi Kurikulum 2013...*, p. 01

integration of 21st century skills into learning in school is very important, because 21st century learning emphasizes the importance of developing of right brain of students. Integration of higher order thinking skills (HOTS) that include critical thinking skills, logical, reflective, metacognitive, and creative thinking is a high-level of thinking ability that students must have. Therefore, the 2013 curriculum also requires metacognitive learning so that students are able to predict, and design.⁹

From the explanation above, the author concludes that we are facing the 21st century which signed by the utilization of technology in any part of life. This 21st century causes the change in the needs and demands for skills and competencies in the work life. In the world of education, the curriculum has been made to determine educational goals that will prepare generation to be able to live and compete in their era, therefore the curriculum need to be made according the development and needs of the times. Curriculum 2013 revisionis a response for the development of the 21st century which the needs for skills and abilities have changed. For anticipating that alteration, curriculum 2013 is integrated with 21st century skills or it's known as 4C's (communication, collaboration, critical thinking and problem solving, andcreativity and innovation) in the learning process.

The implementation of curriculum 2013 revision has various form of implementation in the schools. Some are still implementing the education unit level curriculum (KTSP), some are implementing the curriculum 2013, and some are implementing curriculum 2013 revision. In the transition time of 2017 school year, some schools have been implementing two or even three curriculums. For example senior high school of Pilot project, that school is implementing the education unit level curriculum (KTSP) for the twelve grade, curriculum 2013 for the eleven grade and curriculum 2013 revision for the ten grade of school.¹⁰

⁹ Mulyasa, *Implementasi Kurikulum 2013...*, p. 01

¹⁰ Mulyasa, *Impelementasi Kurikulum 2013...*, p. 1-2

In the previous research, it has been mentioned that the problem that happens in the implementation of 21st century skills is there are many factors that makes the students are difficult to master the 21st century skills. Those factors are talent and interest, intelligent, family, community environment, association, etc. Although there are many factors that makes students difficult to master the 21st century skills but still there are competencies of 21st century that have been achieved by students even though not all competencies due to those factors.¹¹

SMP N 1 Purwokerto is an educational institution that has implemented curriculum 2013 revision starting from seven grade to nine grade, Ms. Ida Farida, as islamic studies subject teacher, arranges and designs her own lesson plan (RPP) according to student needs and it has been integrated to 4C's in islamic studies learning.¹² The implementation of 4C's in the learning process must certainly be done well, starting from the aspect of planning, implementing and evaluating so that student could master 4C's competencies properly and the objectives of education can be achieved.

Based on the description above, the author is interested in studying and researching further about the implementation of 4C's in Islamic studies learning in the form of thesis entitled "The Implementation of 4C's In The Islamic Studies Learning at Curriculum 2013 Revision In SMP N 1 Purwokerto "

B. Focus of The Research

Based on the description on the background of the research which described above, the main problem that was examined in the focus of this research was the implementation of 4C's in the Islamic studies learning at curriculum 2013 revision in SMP N 1 Purwokerto.

¹¹ Eni Tutik Mulyani, Skripsi "Analisis Pencapaian Kompetensi Abad 21 Pada Proses Pembelajaran Dengan Kurikulum 2013 Pada Siswa Kelas X Akuntansi SMK NEGERI 1 SALATIGA Tahun Ajaran 2017/2018" (Surakarta: UMS, 2018), p. 71

¹²The result of interview with Islamic studies teacher at SMP N 1 Purwokerto in the preliminary observation on Oktober 2, 2019.

C. Conceptual Definition

To avoid misunderstanding related to this research, the author defined conceptually the terms which are in the title of this research.

1. Implementation

According to Nurdin Usman, implementation refers to activity, action, or mechanism of a system, implementation is not only an activity, but it is a planned activities to achieve the goal. Meanwhile, according to Guntur Setiawan, implementation is an elaboration of activities that mutually adjust the process of interaction between goals and actions to achieve them and require an implementing network, an effective bureaucracy.¹³

In the context of this research, the author chose the opinion of Nurdin Usman that is the same to what author mean. What author said as implementation is implementation of lesson plan that had been arranged by the teacher before the learning process was started.

2. 4C's Competencies

According to Partnership for 21st century skills, 21st century learning has to lecture four competencies are communication, collaboration, critical thinking, and creativity.

a. Critical thinking

Etymologically, the word criticism comes from Greek, namely *critikos* which means "to distinguish". The word critical is derived from the ancient Greek *krites* meaning "one who gives a reasoned opinion" or "analysis", "value judgment", "interpretation", or "observation"¹⁴. Trilling and Fadel defined critical thinking as the ability to analyze, interpret, evaluate, summarize, and synthesize

¹³Guntur Setiawan, *Impelemntasi dalam Birokrasi Pembangunan*, (Jakarta: Balai Pustaka, 2004), p. 39

¹⁴Ensiklopedia Wikipedia, accessed on April 15, 2020 at 09:48

information.¹⁵ Knowlton mentioned that using problem solving in teaching students can promote critical thinking skills that help them overcome challenges they may face in the real world.¹⁶

Based on the explanation above, related to the learning process, so the teacher must create a condition where students can learn to think critically such as summarizing, interpreting, analyzing, evaluating and synthesizing a material or a problem that have to be solved.

b. Creativity and Innovation

Partnership for 21st Century Learning explains that creative thinking defined as the ability to create a novel object or concept, or to refine an existing product to be more desirable.¹⁷ In another definition creativity is the ability to produce new, diverse and unique ideas. Thinking creatively means looking at things from a different perspective and not be restricted by rules, customs, or norms. In the learning process, teacher demanded to make the students to be creative and innovative, it can be done by giving a task, or using proper method, etc.

c. Communication

In the Indonesian dictionary, communication is sending and receiving a message or news from two or more people so that the message which mean can be understood.¹⁸ In another definition, communication is expressing thoughts clearly, crisply articulating

¹⁵Halah Ahmed Alismai, Patrick McGuire, *21st century standards and curriculum: current research and practice*, Journal of Education and Practice Vol.6, No.6, 2015, ISSN 2222-1735 (Paper) ISSN 2222-288X, p. 152, www.iiste.org, accessed on November 24, 2019.

¹⁶Halah Ahmed Alismai, Patrick McGuire, *21st century standards...*, p. 152

¹⁷Denise Harshbarger, and Rodney Harshbarger, Doctoral dissertation, *Learning in the 21st century: a study addressing educational trends and implications*, university of central florida, p. 4, <https://stars.library.ufc.edu>, accessed on November 23, 2019.

¹⁸KBBI, *Arti Kata Komunikasi*, <https://kbbi.web.id>, accessed on November 25, 2019

opinions, communicating coherent instructions, motivating others through powerful speech.¹⁹

In the learning process, teacher explained the material or instructed and motivated students using communication. It is very important skill for teacher to explain the material so that easy to be understood and also very important for students to express their mind, or opinion in the studying process. A good learning is when there is a communication between teacher and student and also student with student.

d. Collaboration

Partnership for 21st Century Learning defined the meaning of collaboration as working flexibly, effectively, and equitably with others in order to accomplish a shared task²⁰

One of the aim in the 21st century skills is student can master collaboration skill, teacher needs to make their student to collaborate in the discussing a material. They can be clustered into some groups to discuss a material or problem. It is very important to study collaboration skill, because in the discussion time, they can study to be a leader, to appreciate another opinion, to accept a contradiction, etc.

3. Islamic Studies Learning (PAI)

The meaning of learning in the Indonesian dictionary is a process, method, or an act to make someone study.²¹ In the another definition, learning is a system which aim to help the student in the process of study, which include a series of event that planned and arranged to influence and support the internal student learning process.²²

¹⁹Berryessa Union School District Education Services, *21st Century Learning and the 4Cs*, <https://www.berryessa.k12.ca.us>, accessed on November 23, 2019.

²⁰Denise Harshbarger, Rodney Harshbarger, Doctoral dissertation, *Learning in the...*, p. 3.

²¹KBBI, *Arti Kata pembelajaran*, <https://kbbi.web.id>, accessed on November 25, 2019.

²²Bambang Warsita, *Teknologi Pembelajaran: landasan dan Aplikasinya*, (Jakarta: Rineka Cipta, 2008), p. 266.

Islamic religious education is a conscious effort made by educators in order to prepare students to believe, understand and practice Islamic teachings through the activities of guidance, teaching or training that have been determined to achieve the goals.²³

So, Islamic studies learning which mean in this research is the teaching process which done by teacher in the relation to understand Islamic religion so that there is a change in the terms of cognitive, affective and psychomotor in the student.

4. Curriculum 2013 Revision

Curriculum 2013 revision is a completing curriculum which based on character and competence, and it has been implemented gradually on the 2017/2018 school year, it has implemented in the elementary and secondary school grade.

The revision is focussed on the coherence between core competenceis (KI) and basic competencies (KD). Whereas in the arranging of lesson plan (RPP) in the curriculum 2013 revision have to integrate four things, are strengthening character education (PPK), literacy, 21st century skills (4C), and higher order thinking skill (HOTS)²⁴

D. Problem Statement

Based on the background of the research which has explained above, the problem statment of this research is “How is the implementation of 4C’s in the Islamic studies learning at curriculum 2013 revision?”

E. Objectives and Significance of The Research

1. Research Objectives

This research is aimed to describe the implementation of 4C’s in the Islamic studies learning at curriculum 2013 revision in SMP N 1 Purwokerto.

²³Abdul Majid, Dian Andayani, *Pendidikan Agama Islam Berbasis kompetensi(Konsep dan Implementasi kurikulum 2004)*, (Bandung: Remaja Rosdakarya, cet. III, 2006), p. 132

²⁴Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: Literasi Nusantara, 2019), p.

2. Research Significance

a. Institution and teacher

The result of this research can be used as reference in evaluating the implementation of curriculum 2013 revision especially in the implementation of 4C's in the Islamic studies learning so that can be taken an appropriate policy to achieve the goals.

b. Student

The result of this research is expected to be able to motivate the students in the studying for achieving the 21st century competencies.

c. Another researcher

This research is expected to be reference to another researcher in the arrange and design deeper and comprehensive research.

F. Literature Review

Related to the research title “The Implementation of 4C's In The Islamic Studies Learning At Curriculum 2013 Revision In SMP N 1 Purwokerto”, the author will show the relevant research which can be used as reference, are:

First, research with the title " *Analisis Pencapaian Kompetensi Abad 21 Pada Proses Pembelajaran Dengan Kurikulum 2013 Pada Siswa Kelas X Akuntansi SMK NEGERI 1 SALATIGA Tahun Ajaran 2017/2018*" by Eni Tutik Mulyani. In this thesis the researcher analyzed the achievement of 21st century competencies in the learning process with the 2013 curriculum which the results was in 21st century competencies had been achieved but not yet fully achieved such as critical thinking and problem solving and creativity and imagination competencies.

The equation in this study is equally discussing about 21st Century skills and the differences are: 1) if the author focus on the 4C competence, then Eni Tutik Mulyani focus on more 21st century skills such as character education competencies, citizenship, communication, collaboration, critical thinking and problem solving and creativity and imagination. 2) Eni Tutik

Mulyani's research subject was intended for accounting students in the ten grade, while the author's research subject is intended to Islamic studies student in the eight grade.

Second, research entitled "*Ketrampilan Abad 21 Dalam Pembelajaran Matematika Berbasis Proyek*" by Masriah Nur Afifah, a university student of UIN Sunan Ampel Surabaya, Department of Mathematics and Natural Sciences Education Study Program. In this thesis the purpose of doing research was to describe the 21st century skills profile of students in the project-based mathematics learning. In this study, the research subjects were 6 students of eight grade of SMPN 17 Surabaya, that were distinguished based on their level of mathematic ability, namely 2 students with a high level of mathematical ability, 2 students with a moderate level of mathematic ability, and 2 students with a low level of mathematic ability. The results of this research were the 21st century skills profile in project-based learning from the sixth students are 1) students with high mathematic ability and moderate ability are having a good critical thinking skills profile, and students with low mathematic ability were having a sufficient profile of critical thinking skills. 2) students with high mathematic ability were having a good creative thinking profile, students with moderate mathematic ability were having a sufficient profile of creative thinking skills, and students with low mathematic ability were having a lack of creative thinking skills profile. 3) the profile of students communication skills with high, medium, and low mathematic ability were included in the sufficient category. 4) the profile of the collaboration skills of students with high mathematic ability are included in the sufficient and good categories, while the profile of students' skills with moderate and low mathematic ability were included in both categories.

The research equation of Masriah Nur Afifah with the author is that this research equally studies about 21st or 4C century skills, while the difference is in the research objectives, Masriah Nur Afifah's research aimed to determine the 21st century skills profile of students with high, moderate

and low mathematical abilities. While the purpose of the research conducted by the author was to describe how the implementation of 4C in the Islamic studies learning at eight grade class of SMP N 1 Purwokerto.

Third, Research with the title “*Pengaruh Tahapan Share dan Reflect Pada Metode Pembelajaran Creative Learning Cycle Terhadap Pencapaian Keahlian Abad 21*” by Ani Anisyah. This research aims to determine how much influence the stages of share and reflect on the creative cycle learning methods on 21st century skills are ways of thinking, ways of working and living in the world. The results of this study obtained the effect of reflect on 21st century skills on ways of thinking skills by 33.2%, ways of working at 48.9%, and living in the world 49.4%, while the share stage is influenced by a negative relationship so that 21st century skills affect the share stage.

The difference between the research by Ani Anisyah and the writer is in the research method, and the focus of the research. Research by Ani Anisyah used quantitative research methods while the author's research was qualitative. The focus of research by Ani Anisyah were on the influence of the stages of share and reflect on the creative learning cycle in the achievement of 21st century skills, while the focus of the writer was to describe how the implementation of 21st or 4C's century skills in the Islamic studies learning.

G. Structure of Research

This research were divided into three parts are: beginning part, content part and closing part. The first part of research consist of cover page, page of title, page of original statement, page of approval, page of official memorandum of supervisor, page of motto, page of dedication, page of preface, page of abstract, page of content, list of table, and list of appendices. The second part is content, consist of five chapters are:

Chapter I Introduction, consist of background of the research, focus of the research, conceptual definition, problem statement, objective and

significance of research, literature review, research method, and structure of the research.

Chapter II Theoretical Framework, contains about the decription and analysis of theories which are used by the researcher as a reference in the conducting research. The theories are about the implementation of 4C's in the islamic studies learning at curriculum 2103 revision. It consist of three sub discussion. The first sub discussion is about the explanation of implementation, the definition of 4C's, learning communication, collaboration, critical thinking and problem solving, and creativity and innovation. The second sub discussion is about the definition of islamic studies learning (PAI), the strategy in the islamic studies learning. The third sub discussion is about the definition of curriculum 2013 revision, revision and repositioning of the 2013 curriculum revision lesson plan, and the assesment in the 2013 curriculum revision.

Chapter III Research, consist of type of the research, research subject, research object, research data collection, and technique of data analysis.

Chapter IV Result of Research, consist of description of school, presentation of research output, analysis of research output.

Chapter V Closing, consist of the conslusion and suggestion and last are bibliography and appendices.

BAB II

THEORITICAL FRAMEWORK

A. The Implementation of Curriculum

The meaning of word implementation in the Indonesian dictionary is an application, and in the general definition, implementation is an action or implementing plan which has been prepared carefully and detail.²⁵ According to Nurdin Usman, implementation refers to activity, action, or mechanism of a system, implementation is not only an activity, but it is a planned activities to achieve the goal. Meanwhile, according to Guntur Setiawan, implementation is an elaboration of activities that mutually adjust the process of interaction between goals and actions to achieve them and require an implementing network, an effective bureaucracy.²⁶

Related to the curriculum, according to Hasan as cited by Yaya Suryana and Firman Yuda Pratama in his journal entitled “Manajemen Implementasi Kurikulum 2013 di Madrasah” defines curriculum implementation as an effort to realize an ideas, concepts, and values contained in the written curriculum into reality. According to Saylor and Alexander curriculum implementation is the process of implementing curriculum plans (programs) in the form of learning, involving student interaction with teachers and in the context of schooling. Meanwhile according to Majid curriculum implementation is the operationalization of curriculum concepts that are still potential (written) to be actual in the form of learning activities. In the other word, implementation curriculum is the result of the teacher’s understanding of the curriculum which described into the syllabus and lesson plan (RPP) as written plans.²⁷

²⁵KBBI, *Arti Kata Implementasi*, <https://kbbi.web.id>, accessed on November 25, 2019.

²⁶Guntur Setiawan, *Impelementasi dalam Birokrasi Pembangunan*, (Jakarta: Balai Pustaka, 2004), p. 39

²⁷Yaya Suryana, Firman Yuda Pratama, *Manajemen Implementasi Kurikulum 2013 Di Madrasah*, Jurnal Isema, Vol. 3, No. 1, Juni 2018 M/1439 H, p. 93, p-ISSN 2541-383X e-ISSN 2541-7088, <https://journal.uinsgd.ac.id>. Accessed on April 11, 2020 at 08.13.

Based on the explanation above, it can be concluded by the author that implementation of curriculum is a process of implementing idea or program which have been planed carefully into a learning activity to achieve certain goal.

In the implementation there are some supporting elements and factors that affect successof the implementation of curriculum. According to Marsh in Abdul Majid explains there are four supporting elements that affect the implementation of curriculum, they are:

1. Supporting from the head master of the school
2. Supporting from the teacher
3. Supporting from the parents
4. Supporting from the students.²⁸

On its way, curriculum implementation also having factors that affect the success of curriculum implementation. There are three factors that affcet the success of curriculum implementation in Indonesia. They are:

1. The characteristic of curriculum that include two factors, they are scope of the new idea which comes with the curriculum and the sequence in the curriculum.
2. The strategy of implementation, they are upgrading and training, supplying of curriculum books, and supporting activities.
3. The characteristic of the curriculum user, teacher attitude toward the curriculum which used and the skill that possessed to develop the curriculum.

Whereas Fullan explains the factors which are they key in the implementation process based on the local characteristic. Those factors are:

1. School district, related to the school condition, facilitation, and sufficed supporting facilities.
2. Community, supporting from the society, collaboration with the business and industrial world.

²⁸Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam*, (Bandung: Remaja Rosdakarya, 2014), p. 70.

3. Principle, related to the management and the leadership of the head master of school.
4. Teacher, the response, support, and participation in the curriculum implementation.
5. External factors, supporting from the government (education administrator), and private sector.²⁹

Unruh and Unruh in Sumantri which cited by Abdul Majid view that curriculum implementation is not merely implementing or not implementing innovation, but rather a process that develop to occur at various levels and degrees. The level and degree intended in the implementation are:

1. subject, it's a material in the curriculum include delivery aspect of the material, media, and the form of student evaluation.
2. Organizational structure that include knowledge and use of time, space and mastery and grouping of students.
3. Role and behaviors, in the implementation include learning styles, demand to make plan and interact, teacher relationships with supervisor, teacher relations with students and teaching and learning process skills that students must acquire.
4. Knowledge and understanding of the contents concerning teacher innovation in the subject of implementation strategy
5. Internalization of values, namely the ability to understand the relevance of the above dimensions for the necessity of implementation.³⁰

B. 21st Century Skills

4C's are competencies that are needed by someone to face the 21st century. In reviewing a broad range of analytical discussions, Voogt and Roblin define 21st Century Skills as 'new competencies' which society is increasingly demanding of the existing workforce and, in educational terms,

²⁹Abdul Majid, *Belajar dan Pembelajaran Pendidikan...*, p. 71

³⁰*Ibid.*

of the youth who need to be trained today for future jobs and careers. Scott defines 21st Century Skills' as 'the knowledge, skills and attitudes necessary to be competitive in the twenty-first century workforce, participate appropriately in an increasingly diverse society, use new technologies and cope with rapidly changing workplaces.'³¹

21st century learning use the term which known as 4C's (critical thinking, communication, collaboration, and creativity), those four competencies that have been identified as the 21st century skills that very important and needed for the 21st century education.

Here the researcher will describe more about the 21st century learning or also known as 4C's, they are:

1. Critical Thinking

a. The Definition of Critical Thinking

Etymologically, the word criticism comes from Greek, namely *critikos* which means "to distinguish". The word critical is derived from the ancient Greek *krites* meaning "one who gives a reasoned opinion" or "analysis", "value judgment", "interpretation", or "observation"³².

The National Council for Excellent in Critical Thinking defines critical thinking as the "intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."³³ In line with that, Kivunja as cited by Vacide Erdoğan in his jurnal "Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes" defines critical thinking skill as an individual's ability to use a number of his or her general cognitive

³¹ Chris Joynes, Serena Rossignoli, and Esi Fenyiwa Amonoo-Kuofi, *21st Century Skills: Evidence Of Issues In Definition, Demand and Delivery For Development Contexts*, K4D:Knowledge Evidence and Learning For Development, 2019, p. 8, <https://assets.publishing.service.gov.uk>, accessed on April 22, 2020 at 07:53.

³² Ensiklopedia Wikipedia, accessed on April 15, 2020 at 09:48

³³ Maya Bialik, Charles Fadel, *Skill for the 21st Century*, (Boston: Center for Curriculum Redesign, 2015), p. 7.

processing skills which fall into high-order thinking levels of analyzing, evaluating and constructing new ideas or creating and which enables students to think deeply to solve unfamiliar problems in different ways.³⁴ Other experts also give a definition about critical thinking as given by some figures like John Dewey, Edward Glaser, and Robert Ennis in Kasdin Sihotang.

John Dewey defines critical thinking as active and careful consideration of a belief or form of knowledge that is taken for granted. Beliefs or forms of knowledge are examined by looking for reasons that support conclusion. Here Kasdin Sihotang explained that Dewey emphasized the critical character of someone's activeness in thinking. Negatively, it could be said that people who think critically are not silent, and do not take for granted what is obtained from outside, but they would filter it first.³⁵

Edward Glaser developed the idea of John Dewey. Glaser emphasizes a critical attitude to expertise using reasoning methods in solving various problems and knowledge problems. In other words, for Glaser the character of critical thinking lies in the ability to use thinking methods. There are two critical methods that according to Glaser need to be mastered as the characteristic of critical thinking are deductive thinking and inductive thinking. With the method of deductive thinking, someone hones his reasoning by applying the principles of syllogism in argumentation, whereas with the inductive thinking method, a person is trained to improve the accuracy in observing symptoms and classifying them as a basis to conclude something. So critical thinking according to Glaser is someone who do not talk nonsense, but have a rational basis in making decision.³⁶

³⁴ Vacide Erdoğan, *Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes*, International Journal of Education and Research Vol. 7 No. 11 November 2019, ISSN: 2411-5681 www.ijern.com, p. 121. <https://www.ijern.com>, accessed on April 22, 2020 at 07.53.

³⁵ Kasdin Sihotang, *Berpikir Kritis Kecakapan Hidup Di Era Digital*, (Yogyakarta: PT Kanisius, 2019), p. 35.

³⁶ Kasdin Sihotang, *Berpikir Kritis Kecakapan Hidup...*, p. 36.

Critical thinking according to Robert Ennis is a reflective thinking and the ability to make decision. The emphasis is on the reflection process. This mean that critical attitude does not only stop at conclusion or argumentation, but also on the ability to evaluate statement. The critical power of people is not only in their reasoning, but also in their ability to reflect on themselves and others. With evaluation people can sort out which are right and which are wrong, which are good and which are bad.³⁷

Based on the definition above, it can be concluded that critical thinking is the high level of thinking in the form of ability to analyze, evaluate, or construct a new idea from an information it receives so that it can be used as the basis for solving a problem.

Facione in journal *Critical Thinking Skill: Konsep dan Indikator Penilaian* karya Ratna hidayah, Moh. Salimi dan Tri Saptuti Susiani dividecritical thinking skills into six ability, they are:interpretation, analysis, inference, evaluation, explanation, dan self regulation.(1) interpretation is a person's ability to understand and re-describe the meaning of conditions, information, or messages received. (2) analysis is ability to observe and describe the information received in detail for further study. (3) inference is the ability to make conclusions based on the elements. (4) evaluation is an assessment by measuring or comparing. (5) explanation is the ability to explain a process or information or phenomenon, (6) self regulation.³⁸

b. Integrating Critical Thinking Skill into Learning Activity

Critical thinking skills in teaching and learning activities can be done in activities such as: identifying evidence, argument, claim and data from information obtained. Looking for information about evidence, argument, claim from relevant data that support the truth of

³⁷Ibid, p. 37.

³⁸ Ratna Hidayah, Moh. Salimi, Tri Saptuti Susiani, *Critical Thinking Skill: Konsep dan Indikator Penilaian*, Jurnal Taman Cendikia Vol. 01 NO. 02 Desember 2017, p-ISSN: 2579-5112 |e-ISSN: 2579-5147, p. 130 , <https://media.neliti.com> , accessed on April 19, 2020 at 10:03

information. Analyze evidence, argument, claim and comparative data. Compare evidence, argument, claim and comparative data with argument, claim and data from information obtained. Consider evidence, argument, claim and reliable data. Concluding an information based on the results of consideration. Make further arguments based on the conclusion.³⁹

In the learning process, teacher must be able to design learning activity that stimulate students to do critical thinking activities. The learning process should make student think critically with a problem at the HOT level and connect learning with contextual problem that exist in daily life. Proximity to the real situation experience by these students will make students realize the importance of learning so that students will use the abilities they have acquired to solve the problems they face.⁴⁰

One of the learning model that can train students to think critically is problem based learning. Problem Based Learning according to Duch as quoted by Aris Shoimin is a teaching model characterized by real problems as a context for students learning critical thinking and problem solving skills and gaining knowledge.⁴¹ Drew mention that some researchers found a significant correlation between problem-based learning activities and the critical thinking skills that students will need in the 21st century . Critical thinking requires a set of higher mental processes that augment students' capacities in problem solving. Moreover Knowlton mentioned that using problem solving in teaching students can promote critical thinking skills that help them overcome challenges they may face in the real world. This approach allows

³⁹ M. Bakhrun, *Peningkatan Proses Pembelajaran Dan Penilaian Pembelajaran Abad 21 Dalam Meningkatkan Kualitas Pembelajaran SMK*, (Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan, Direktorat Jendral Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan, 2018), p. 91-92.

⁴⁰ M Bakhrun, *Peningkatan Proses Pembelajaran ...*, p. 52.

⁴¹ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), p. 130

students to learn through creative thinking and break through thinking barriers in order to achieve unique, 21st century learning skills. When teachers applied this strategy, they supported students' capacities in critical thinking, self-directed learning and cooperation, as well as social interaction.⁴²

In addition, there are several ways that teachers can do to practice the skill of student's critical thinking as Rayn in the Journal of "Critical Thinking Skills: "Konsep dan Indikator Penilaian" by Ratna Hidayah, Moh. Salimi and Tri Saptuti Susiani explained the way of teaching that resulted in students conducting critical thinking activities by giving students the opportunity to play an active role by giving questions and challenges so students were motivated to actively pursue their curiosity.⁴³

Klynhout as cited by Vacide Erdoğan in his journal "Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes" suggests that to promote critical thinking in the learning process, teacher need to avoid display questions with only one right answer or that can be answered with a simple Yes or No. Instead, teacher can ask with the question word How and Why so that students can demonstrate their understanding, rather than simply supply a oneword answer that can be found in a dialogue or text. Asking such questions can promote higher order thinking skills of analysis and interpretation as opposed to simple recall and reporting.⁴⁴

⁴² Halah Ahmed Alismail Dr. Patrick McGuire, *21st Century Standards and Curriculum: Current Research and Practice*, Journal of Education and Practice, Vol.6, No.6, 2015, www.iiste.org, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) p. 152, accessed at <https://files.eric.ed.gov> on April 20, 2020 at 07.48.

⁴³ Ratna Hidayah, Moh. Salimi, Tri Saptuti Susiani, *Critical Thinking Skill: Konsep dan Indikator Penilaian*, Jurnal Taman Cendikia Vol. 01 No. 02 Desember 2017, p-ISSN: 2579-5112 |e-ISSN: 2579-5147, p. 130, <https://media.neliti.com>, accessed on April 19, 2020 at 10:03

⁴⁴ Vacide Erdoğan, *Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes*, International Journal of Education and Research Vol. 7 No. 11 November 2019, ISSN: 2411-5681 www.ijern.com, p. 122.

In line with the above, Bonnie and Potts stated that there are three strategies to teach critical thinking skills including: (1) building categories (making classification), (2) finding problems, (3) enhancing the environment. Characteristics of teaching for critical thinking include: (1) increasing interaction between students as learners, (2) by asking open-ended questions, (3) giving students adequate time to reflect on the questions asked or problems that are raised given, and (4) teaching for transfer (teaching to be able to use the abilities just gained in other situations and on the students' own experiences).⁴⁵

From the explanation above, it can be concluded that learning that can develop critical thinking skills is learning that uses the student center approach and applies a learning model where the syntax provides the opportunity for students to be active and six abilities in critical thinking skills can emerge in students.

2. Communication

a. The Definition of Communication

Broadly, communication defined as a process of exchanging information, from the person giving the information through verbal and non-verbal methods, to the person receiving the information. Seiler & Beall as cited by Shubhangi R. Khambayat in her journal explain that Communication defined as sharing and giving meaning occurring at the same time through symbolic interactions.⁴⁶ Other than that, Evert M. Rogers, and Theodore Herbert aslo giving a definition about communication as cited by Suranto in Abdul Majid, according to Evertt M. Rogers Communication is a process in which there is an idea sent from the source to the recipient with the aim to change their behavior. A similar opinion was also expressed by Theodore Herbert, who said that

⁴⁵Ratna Hidayah, Moh. Salimi, Tri Saptuti Susiani, *Critical Thinking Skill: Konsep dan Indikator Penilaian*, Jurnal Taman Cendikia Vol. 01 No. 02 Desember 2017, p-ISSN: 2579-5112 |e-ISSN: 2579-5147, p. 130, <https://media.neliti.com>, accessed on April 19, 2020 at 10:03.

⁴⁶ Shubhangi R. Khambayat, *Developing Effecyive Communication Skills In Students*, Scholarly Research Journal for Interdisciplinary Studies, NOV-DEC 2017, VOL- 4/37, Online ISSN 2278-8808, p. 8800, <https://doi.org/10.21922/srjjs.v4i37.10829>.

communication is a process in which the meaning of knowledge is transferred from one person to another, usually with the intention of achieving some specific goal.⁴⁷

Keyton as cited by Deepti Rawat in her journal defines communication as the process of transmitting information and common understanding from one person to another. Thus communication may be understood as a way of transferring thoughts, ideas, opinions and knowledge from the sender to the receiver.⁴⁸ Drawing on Scott's analysis, Communication includes the ability to express thoughts clearly and persuasively both orally and in writing, articulate opinions, communicate coherent instructions and motivate others through speech. Communication skills are also embedded in information, media and ICT competencies. It is stated that communication skills are highly valued in the workplace and public life, and are also shaped by current and emerging technologies, taking into account the large proportion of messages that are mediated by one or more digital devices. In this context, effective communication skills can help to avoid misunderstandings and miscommunications.⁴⁹

From the explanation above, it can be concluded that communication is a conversation both orally and in writing which contains an information / message to be conveyed to the recipient, with a specific purpose.

b. Integrating Communication Skill into Learning Activity.

In the learning activities, communication can be described in the form of activities such as: presenting / communicating ideas or the

⁴⁷Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam*, (Bandung: Remaja Rosdakarya, 2014) p. 268.

⁴⁸Deepti Rawat, *Importance Of Communication In Teaching Learning Process*, Scholarly Research Journal For Interdisciplinary Studies, Sep-Oct 2016 Vol-4 ISSN 2278-8808, p. 3059.

⁴⁹Chris Joynes, Serena Rossignoli, and Esi Fenyiwa Amonoo-Kuofi, *21st Century Skills: Evidence Of Issues In Definition, Demand And Delivery For Development Contexts, K4D:Knowledge Evidence And Learning For Development*, 2019, p. 12, <https://assets.publishing.service.gov.uk>, accessed on April 22, 2020 at 07.53.

results of observations / experiments / explorations smoothly and correctly, both verbally and written. Convey ideas / information clearly and smoothly both verbally, in writing, and using digital media. Listen to ideas / information conveyed by others both verbally, in writing, and using digital media.⁵⁰

In the learning activities students should be given the opportunity to express their opinions in the teaching and learning process, so students can construct their own knowledge through communication and experience that they had.⁵¹ Moreover in the learning process, students with effective communication skills will be more likely to contribute to class discussions, will be more productive members in group projects, and will ultimately gain more from their experience in class.

One of the methods of teaching communication skill which can foster the student's communication skill is student centered approach. With this method the teachers are primarily concerned with the coaching and facilitating the students learning and overall comprehension of the communication skills content. The learning of the students can be measured through both formal and informal ways of assessment, including group projects, student portfolios, and class participation. Teachers assess continuously the learning outcomes of students.⁵²

Apart from the method above, Teacher can arrange setting to foster the communication skills in the learning process by using proper strategy. Collaborative task can be an important way to train and measure true communication skills. Another method to train authentic

⁵⁰ M. Bakhrun, *Peningkatan Proses Pembelajaran Dan Penilaian Pembelajaran Abad 21 Dalam Meningkatkan Kualitas Pembelajaran SMK*, (Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan, Direktorat Jendral Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan, 2018), p. 90.

⁵¹ M. Bakhrun, *Peningkatan Proses Pembelajaran...*, p. 52.

⁵² Shubhangi R. Khambayat, *Developing Effective Communication Skills In Students*, *Scholarly Research Journal for Interdisciplinary Studies*, Online ISSN 2278-8808, NOV-DEC 2017, VOL- 4/37, p. 880, <https://doi.org/10.21922/srjis.v4i37.10829>.

communication is peer tutoring- when students tutor their classmates or younger students. Not only is teaching a great test of whether the student has really understood the material, but the challenge of communicating it to another student increases the tutor's effort. And the responsibility of the role increases their self-concept.⁵³

Then in addition Vacide Erdogan mention that to assigning them to search for current issues and prepare an oral presentation using posters, slide and discuss it with thier friends in the classroom, we can promote our students' communication skills by providing them with authentic/real-life situation to talk with their peers and also make them use of contemporary technological tools such as social media, blogs, web .0, e-mail groups, google clases, etc.⁵⁴

Having a good communication skill is a challenge for current generation students facing the 21st century. This is supported by opinion from Wickramasinghe and Perera as cited in Al-Mahrooqi in Vacide Erdogan state that communication skills are important than subjects studied during degree programs for many employers. In many oprofessional fields, handling complex information and communicating it effectively is a major requirement to link up with 21st century skills.⁵⁵

3. Creativity and Innovation

a. The Definition of Creativity and Innovation

According to Kamylyis and Berki Creative thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives and to evaluating their own and their peers' ideas, final

⁵³Maya Bialik, Charles Fadel, *Skill for the 21st Century*, (Boston: Center for Curriculum Redesign, 2015), p. 8.

⁵⁴ Vacide Erdoğan, *Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes*, International Journal of Education and Research Vol. 7 No. 11 November2019, ISSN: 2411-5681, p. 118, www.ijern.com.

⁵⁵ Vacide Erdoğan, *Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes*, International Journal of Education and Research Vol. 7 No. 11 November2019, ISSN: 2411-5681, p.118, www.ijern.com, accessed on April 22, 2020 at 07.53.

products and processes. Whereas innovation can be broadly thought of as new ideas, new ways of looking at things, new methods or products that have value. Innovation contains the idea of output, of actually producing or doing something differently, making something happen or implementing something new. Innovation almost always involves hard work; persistence and perseverance are necessary as many good ideas never get followed through and developed.⁵⁶

According to Supriadi in Yeni Rachmawati expressed that creativity is the ability of someone to give birth to something new, both in the form of ideas and real work that is relatively different from what has been exist. The Oxford University Press ELT as cited by Vacide Erdoğan dalam jurnalnya “Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes” defines creative activities as tools which allow students to express what they have learned in a new way. This synthesizing and personalizing of knowledge consolidates learning, and creates an experience that remains with students long after the class is over.⁵⁷

Creativity and innovation are interrelated, but often mistakenly used interchangeably. Deeper review of the concepts shows a subtle yet important distinction. Weiss and Legard define Innovation as a process, an idea, or a product which “is directed toward achieving a sustainable outcome that can improve what people do or how they do it”. Hunter explains the differences between creativity and innovation, Put into other words, creativity is the act or capability of conceiving of something original, while innovation is the implementation or creation of something new that has value to others.⁵⁸

⁵⁶L. Vygotsky, *Chapter 4: Innovation and Creativity*, (Cambridge International, 2015), p. 53, www.cambridgeinternational.org, accessed on June 14, 2020 at 09:16.

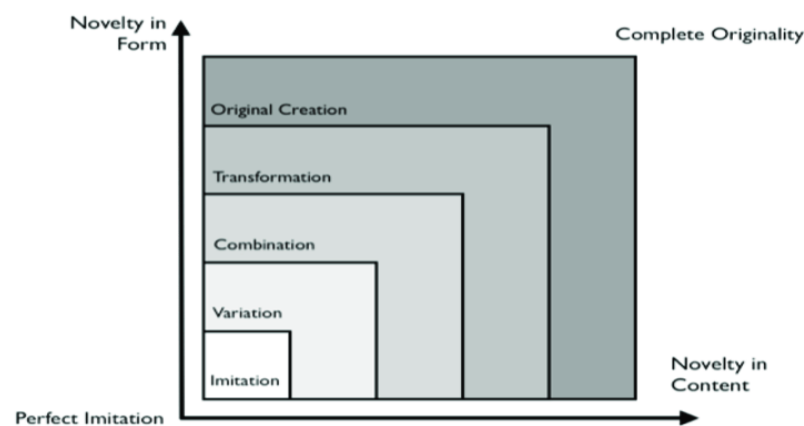
⁵⁷ Vacide Erdoğan, *Integrating 4C Skills...*, p. 120.

⁵⁸ Erhan Sinay, Ashley Nahornick, and Dimitris Graikinis, *Fostering Global Competencies and Deeper Learning with Digital Technologies Research Series: Creativity and Innovation in Teaching and Learning: A Focus on Innovative Intelligence (I²Q) Pilot Program*, (Canada: Toronto District School Board, 2017), p.

b. The Levels of Creativity

In teaching for creativity, it is important to remember that it can take place at various levels. The following taxonomy organizes activities according to the creativity involved: from perfect imitation, to the elusive idea of complete originality.⁵⁹

Chart 2.1 Taxonomy for Creativity



There are opportunities for creativity in the classroom across all of these levels:⁶⁰

Table. 2.2 Examples of Creativity at Different Levels

Level of Creativity	Definition	Classroom example
Imitation	Creation by identical replication. This is a foundational skill, and is often the starting point for more creative tasks.	Memorize an excerpt of a piece of literature and perform it aloud in class.
Variation	Creation by varying a particular aspect or	Rewrite a sentence from a piece of

19, <https://www.tdsb.on.ca>, accessed on June 3, 2020 at 08.15.

⁵⁹ Maya Bialik, Charles Fadel, *Skill for the 21st Century*, (Boston: Center for Curriculum Redesign, 2015), p. 6.

⁶⁰ Maya Bialik, Charles Fadel, *Skill for the 21st Century...*, p. 7.

	aspects of the work, and imitating the rest exactly.	literature with the same grammatical structure, by changing the subject matter and vocabulary.
Combination	Mixture of two or more works into one, new work.	Create a Rube Goldberg machine out of the simple machines learned in class.
Transformation	Translation of an existing work into a different medium or representation	Create a timeline of historical events based on class notes that separates political, social, and economic threads.
Original Creation	Creation of a new piece of work that is only very distantly, if at all, related to previous works.	Write a short story.

c. Integrating Creativity and Innovation Skill into Learning Activity

Creativity and innovation skills can be done in teaching and learning activities in the form of activities such as: finding creative ideas to produce a product, develop creative ideas to produce a product, designing ideas creatively to produce a product, producing product design results. Implement produce that has been widely produced. Evaluate the results of implementation activities that have been carried out to be improved, constructing problem solving steps, examining the

information needed to solve the problem, present problem solving solutions, and evaluate the solution of the problem presented.⁶¹

In the learning process, teacher should be a facilitator and open space for students to develop their creativity and innovation. The teacher plays a very important role in developing students's creative abilities. One of learning model that can train students's creative abilities is project based learning. As explained in Center Curriculum Redesign that open-ended, problem based learning is more likely to encourage students to think creatively than paper and pencil exercise in which there is only one right answer.⁶²

In addition, inquiry based learning also can trigger creative thinking. Problem solving and enquiry are at the heart of learning. By definition, they require learners to think hard using their existing understanding to engage with the question or problem at hand and work out solutions. Inquiry-based learning is often associated with student-led projects. In this context learning involves a teacher and/or learners setting a meaningful problem or question which challenges and extends learners' understanding over an extended period of time. Projects could be within one subject or combine two or more subjects. The problems or questions may be open ended, complex and multi-faceted. Projects often culminate in learners doing a presentation of their work to the rest of the class, but the 'product' created could be something that is made public such as a blog, website, exhibition or magazine. By its nature, project-based learning involves learners using reflective, creative and critical thinking skills in collaboration with others.⁶³

⁶¹ M. Bakhrun, *Peningkatan Proses Pembelajaran Dan Penilaian Pembelajaran Abad 21 Dalam Meningkatkan Kualitas Pembelajaran SMK*, (Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan, Direktorat Jendral Pendidikan Dasar dan Menengah, Kementrian Pendidikan dan Kebudayaan, 2018), p. 92.

⁶² Maya Bialik, Charles Fadel, *Skill for the 21st Century*, (Boston: Center for Curriculum Redesign, 2015), p. 6.

⁶³ L. Vygitsky, *Chapter 4: Innovation and Creativity*, (Cambridge International, 2015), p. 61, www.cambridgeinternational.org, accessed on June 14, 2020 at 09:16.

Other than that, there are many ways that can be used by the teacher to increase the students's creativity as explained by past research indicates that there are many ways to improve creativity in the classroom and in particular, instructional practices can play a significant role in developing students' creativity and innovation. Figure 2 summarizes the research-based instruction driving student creativity and innovation:

1) Promote creativity as a skill accessible to all students.

Creativity is a skill that can be studied and practiced by all of students. Thi is in line with the opinion of Weisberg in Erhan Sinay maintains that creativity is just an extension of normal thinking and it is a myth to think only geniuses are creative. He investigated the work of some of the most well-known and creative people in history such as Isaac Newton and Thomas Edison, and he suggested that creativity can be available to everyone, it just needs to becultivated. Silver, Torrance and Torrance in Erhan Sinay suggests that with practice, motivation, and involvement, students can develop creative skills.⁶⁴

2) Make the classroom a place of investigation

Creative thinking can be developed my making the classroom a place of investigation. Piggott as cited by Erhan Sinay suggests having students get “stuck” with problems as a way to develop creativity. When students are given the opportunity to get “stuck”, it pushes them to try new and unusual things, which can lead to creative thinking. As stated previously, Kirton mentioned that creativity can be viewed as

⁶⁴ Erhan Sinay, Ashley Nahornick, and Dimitris Graikinis, *Fostering Global Competencies and Deeper Learning with Digital Technologies Research Series: Creativity and Innovation in Teaching and Learning: A Focus on Innovative Intelligence (I²Q) Pilot Program*, (Canada: Toronto District School Board, 2017), p. 23, <https://www.tdsb.on.ca>, accessed on June 3, 2020 at 08.15.

part of the problem-solving process. This is in line with the thought of Weiss and Legard in Erhan Sinay who state the process of solving problems is similar to the process of “discovering, combining, and arranging insights, ideas, and methods in new ways”.⁶⁵

On the other hand, Center for Curriculum Redesign states that teaching for creativity is complementary with teaching for content knowledge. Open-ended, problem-based learning is more likely to encourage students to think creatively than paper and pencil exercises in which there is only one right answer but teacher should set helpful boundaries within which to innovate, according to the learning outcome they hope to accomplish.⁶⁶

3) Provide ample time

Silver in Erhan Sinay defends the idea that creativity needs to be associated with long periods of work and reflection as to allow students with ample time to develop their creative and innovative ideas. Feldhusen and Treffinger giving addition that creativity takes time and concentration to develop creative ideas, since not all creativity occurs immediately.⁶⁷

4) Provide creative learning experience

One of the most important instructional practices to promote creativity and innovation is to provide students with learning experiences that lead to creative products. Fasko as cited by Erhan Sinay in his article reviewing past research on student creativity and innovation, found teachers who use direct

⁶⁵ Erhan Sinay, Ashley Nahornick, and Dimitris Graikinis, *Fostering Global Competencies...*, p. 24.

⁶⁶ Vacide Erdoğan, *Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes*, International Journal of Education and Research Vol. 7 No. 11 November 2019, ISSN: 2411-5681, p. 120, www.ijern.com, accessed on April 22, 2020 at 07.53.

⁶⁷ Erhan Sinay, Ashley Nahornick, and Dimitris Graikinis, *Fostering Global Competencies...*, p. 24.

methods of teaching creativity such as inquiry, discovery, or problem-solving teaching methods give students more opportunities to develop creativity through learning experiences that lead to creativity and innovation.⁶⁸

5) Use Classroom Assessments Which Promote Understanding and Self-Improvement.

Beghetto as cited by Erhan Sinay in his article explain that Assessment practices can greatly influence student creativity and it is important for the right assessments to be used to motivate students . Further more Beghetto explains in his article on the relationship between assessment and creativity, that if students feel pressure by an assessment, their willingness to be creative is reduced. He suggests teachers try to reduce assessment stress and emphasize to students the goal of the activity as well as provide ways for the students to find personal connections. Sternberg and Williams in Erhan Sinay's article mentioned that Some researchers suggest self-evaluation to foster creativity, or even directly assesses creativity as way to promote creativity.⁶⁹

4. Collaboration

a. The Definition of Collaboration

Collaboration according to Greenstein as cited by Saparuddin, et al., in his journal is about learning to plan and work together, to consider diverse perspectives and to participate in discourse by contributing, listening and supporting others.⁷⁰ Greenhill & Petroe

⁶⁸ Erhan Sinay, Ashley Nahornick, and Dimitris Graikinis, *Fostering Global Competencies and Deeper Learning with Digital Technologies Research Series: Creativity and Innovation in Teaching and Learning: A Focus on Innovative Intelligence (I²Q) Pilot Program*, (Canada: Toronto District School Board, 2017), p. 25, <https://www.tdsb.on.ca>, accessed on June 3, 2020 at 08.15.

⁶⁹ Erhan Sinay, Ashley Nahornick, and Dimitris Graikinis, *Fostering Global Competencies...*, p. 25.

⁷⁰Saparuddin, et al., *Improving Students Collaboration Skills As Teacher Candidates Through Lesson Study Based Jirqa Learning Startegy*, International Journal of Science, ISSN

define collaboration skills is the ability to work effectively and courteously in teams that are heterogeneous, have the flexibility and willingness to help each other in achieving common goals.⁷¹

Applied Educational Systems as cited by Vacide Erdoğan in his journal “Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes” defines collaboration as the practice of working together to achieve a common goal. Dillenbourg as cited by Rosario Hernández added that collaborative learning involves two or more people sharing responsibility, taking collective decisions and acting together in order to learn something together.⁷² Collaboration is important because students will probably work with other people for the rest of their lives. Practicing collaboration helps students understand how to address a problem, pitch solutions, and decide the best course of action. It is also helpful for them to learn that other people don’t always have the same ideas that they do.⁷³

b. Integrating Collaboration Skill into Learning Activity

Collaboration in learning defined as effective and efficient teaming / collaboration in groups. Appreciate ideas / information conveyed by others both verbally, in writing, and using digital media. Responsible for the tasks obtained from the group.⁷⁴

In the learning process the teacher should design situations where students can work in team work, so that a democratic atmosphere

2454, Volume 4 Issue 2, 2018, p. 600, <http://grdspublishing.org>, accessed on June 16, 2020 at 09.21.

⁷¹ Saparuddin, et al., *Improving Students Collaboration Skills...*, p. 601.

⁷² Rosario Hernández, *Collaborative Learning: Increasing Students' Engagement Outside the Classroom*, (University College Dublin, 2012) US-China Education Review A 9 (2012) 804-812 Earlier title: US-China Education Review, ISSN 1548-6613, <https://files.eric.ed.gov>.

⁷³ Vacide Erdoğan, *Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes*, International Journal of Education and Research Vol. 7 No. 11 November 2019, ISSN: 2411-5681, p. 119, www.ijern.com, accessed on April 22, 2020 at 07.53.

⁷⁴ M Bakhrun, *Peningkatan Proses Pembelajaran Dan Penilaian Pembelajaran Abad 21 Dalam Meningkatkan Kualitas Pembelajaran SMK*, (Jakarta: Direktorat Pembinaan Sekolah Menengah Kejuruan, Direktorat Jendral Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan, 2018), p. 91.

will be created, and students will learn about teamwork, leadership, obedience to authority, and flexibility in the work environment.⁷⁵

In teaching and learning activities, there are several things that can be done by the teachers to direct their students in practicing collaborative activities, as explained by Palmer as cited by Vacide Erdoğan in his journal “Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes” states that collaboration should go beyond sharing documents via email or creating Power Point presentations; creating digital resources, presentations, and projects together with other students will make classroom activities resemble the real world.

Further more Roberts emphasizes that it is very important to ask them to analyze how well they have worked together or what they could do to improve their collaboration. Asking one member of the group to observe and take notes on, for example, how many contributions each group member made or who took a leadership role, and then discussing the notes as a group, can help to make this 21st Century skill more visible.⁷⁶ All learning strategies or methods which in practice involve joint or group learning activities can be used as a way to develop and enhance students' collaborative abilities.

Cooperative learning is a strategy that enhance 21st century skills. This strategy divides students into different groups with diverse abilities and interests, and has a powerful effect on learning that gives distinctive results. The group's work is more creative because of the deep thought and integration of students' strengths and talents in order to achieve a product. Knowlton said that the diversity of students' skills and abilities can encourage creative work where “every person brings something to the table”. Trilling and Fadel emphasized that working students in different groups can enhance many aspects such as: mutual

⁷⁵ M Bakhrun, *Peningkatan Proses Pembelajaran...*, p. 52.

⁷⁶ Vacide Erdoğan, *Integrating 4C Skills...*, p. 119-120.

respect between team members, estimating teamwork required to complete the joint action, and efforts toward compromises needed to achieve a common goal. In addition, collaborative learning has a positive impact on student abilities such as increasing their motivation and performance as well as developing social interaction. Joyce mention that cooperative learning is an effective strategy to increase student motivation and change it from the external to the internal.⁷⁷

Today, teachers should give students the opportunities to engage in various activities that promote cooperative learning such as projects, problems, design and researched-based learning. In these activities, students work together in order to complete the class assignment while increasing their participation, achievement, and motivation to learn. Consequently, collaborative learning allows students to contribute different degrees of prior knowledge, abilities, and aptitudes. Students are also motivated to learn more, as well as learn quicker and with a greater degree of achievement.⁷⁸ Navarro-Pablo and Gallardo-Saborido presented some benefit of cooperative work, such as deeper understanding of the task and development of interpersonal skills or critical thinking skills. Slavin mentions the fact that collaborative learning may increase cognitive abilities such as their learning abilities and lead to better performance on the task. Lucas et al. add that creativity can develop better social and emotional skills through the practice of collaboration.⁷⁹

After explaining above about the definition of 4C's and their implementation in learning, the following researchers present a table of 4C's competency accordance with P21.

⁷⁷ Halah Ahmed Alismail Dr. Patrick McGuire, *21st Century Standards and Curriculum: Current Research and Practice*, Journal of Education and Practice www.iiste.org, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.6, 2015, p. 152, accessed at <https://files.eric.ed.gov> on April 20, 2020 at 07.48.

⁷⁸ Halah Ahmed Alismail Dr. Patrick McGuire, *21st Century ...*, p. 152

⁷⁹ Niluphar Ahmadi and Maud Besançon, *Creativity as a Stepping Stone towards Developing Other Competencies in Classrooms*, Hindawi Education Research International, Volume 2017, p. 6, <https://www.hindawi.com>, accessed on April 22, 2020 at 07.53.

Table 2.3
Map of 4C's competency skills in accordance with P21⁸⁰

FRAMEWORK 21 st	THINKING COMPETENCE P21
Creativity Thinking and Innovation	Students can generate, develop, and implement their ideas creatively both independently and in groups.
Critical Thinking and Problem Solving	Students can identify, analyze, interpret, and evaluate evidence, arguments, claims and data presented extensively through in-depth study, as well as reflecting it in daily life.
Communication	Students can communicate ideas effectively using oral and written media.
Collaboration	Students can work together in a group to solve the problems that found.

C. Islamic Studies(PAI) Learning

1. The Definition of Islamic Studies (PAI) Learning

According to Abdul Majid in his book with the title “*Belajar dan Pembelajaran Pendidikan Agama Islam*”, Islamic Studies (PAI) Learning is a conscious and planned effort in preparing students to get to know, understand, appreciate, to believe, to be pious, and to have good morals in practicing the teachings of Islam from its main sources, the holy books of the Koran and Al-Hadith, through activities of guidance, teaching, training, and use of experience. Meanwhile, according to Zakiyah Drajat in

⁸⁰Wendhie Prayitno, *Bahan Ajar Pengenalan Pembelajaran Dan Penilaian Kurikulum 2013 (Terintegrasi PPK, LITERASI, HOTS, 4Cs)*, (Jakarta: Direktorat Jendral Guru dan Tenaga Kependidikan, 2019), p. 15.

Abdul Majid interpreted Islamic Studies Learning is an effort to foster and care for students so that they can always understand overall the contents of the teachings of Islam, live up to the meaning of purpose, which in turn can practice and make Islam as a way of life.⁸¹

Based on the expert opinion above, the authors conclude that Islamic Religious Education is a planned effort in educating and making students to develop and live in accordance with Islamic teachings.

2. The Curriculum of Islamic Studies (PAI) Learning

In Arabic, the word curriculum is usually expressed with *manhaj*, which means a clear path traveled by humans in various fields of life, while the educational curriculum (*manhaj ad-dirosah*) in the Tarbiyah dictionary is a set of planning and media that is used as a reference by educational institutions in realizing the educational goals.⁸²

As the West has formulated an educational curriculum, Islam in essence has also formulated a curriculum education, it's just not written in detail and systematically. To find out what the education curriculum is like in Islam, then we can see from the teachings of Islam which brought by the Prophet Muhammad, who came from the Koran and Hadith. In there the objective, teaching or points/ materials, method and evaluation of education are explained.⁸³

a. The objective of Islamic Studies (PAI) Learning

The purpose of Islamic education is of course taken or formulated based on the way of life and Islamic teachings. The experts have their own views about the general objectives of Islamic education. Including Al-Attas wants the objective of Islamic education is a good human being. Marimba believes that the objective of Islamic education is a person with a Muslim personality. Abdul Fattah Jalal

⁸¹Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam*, (Bandung: PT Remaja Rosdakarya, 2014), p. 11-12

⁸²Abdul Majid, *Belajar dan Pembelajaran...*, hlm. 34.

⁸³Abdul Majid, *Belajar dan Pembelajaran...*, hlm. 42.

explained that the general goal of Islamic education is the realization of humans as servants of God.⁸⁴

Then the experts also break down these general objectives into specific objectives even to operational objectives. This was done by several Islamic education experts including:

1) Al-Syaibani lays out the general objective of Islamic education to be :

- a) Objectives relating to individuals, including changes in the form of knowledge, behavior, physical and spiritual, and abilities that must be possessed to live in this world and the hereafter.
- b) objectives relating to society, including community behavior, individual behavior in society, changes in community life, enriching community experience.
- c) Professional objectives relating to education and teaching as a science, as an art, as a profession, and as a community activity.⁸⁵

2) Al-Abrasyi detailed the ultimate objectives of Islamic education to be:

- a) Moral development
- b) Preparing the students to live in the world and the hereafter
- c) Mastery of science
- d) Work skills in the community.⁸⁶

3) Asma Hasan Fahmi detailed the ultimate objectives of Islamic education to be:

- a) Religious objectives
- b) The objectives of developing intelligence and moral

⁸⁴Ahmad Tafsir, *Ilmu Pendidikan dalam perspektif Islam*, (Bandung : PT Remaja Rosdakarya, 2014), hlm.46.

⁸⁵Ahmad Tafsir, *Ilmu Pendidikan dalam perspektif Islam*, (Bandung : PT Remaja Rosdakarya, 2014), p.49.

⁸⁶Ahmad Tafsir, *Ilmu Pendidikan dalam perspektif Islam...*, p. 49.

- c) The objectives of teaching culture
 - d) The objectives of fostering personality
- 4) Munir Mursi lays out the general objective of Islamic education to be :
- a) Happy in the world and the hereafter
 - b) Worship to Allah
 - c) Strengthen Islamic ties and serve interest of Islamic community
 - d) Good character.⁸⁷

Al-'Aynayni divide objectives of Islamic education into general objectives and special objectives. The general objective is worship to Allah as in QS. Adz Dzariyat verse 56:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ (٥٦)

The meaning : “And I (Allah) created not the jinns and humans except they should worship Me (Alone).”

the intention is to make humans who worship to Allah, and this general purpose is permanent, valid in all places, times and circumstances. The specific objectives of Islamic Education are set based on the conditions of the place by considering the geographical, economic, and other conditions that exist in that place. This specific objective can be formulated based on the ijihad of the experts in that place. Next he divided the aspects of development in Islamic education, so it was not the division of educational objectives into specific objectives. The aspects of development in Islamic education according to him are as follows:

1. Physical aspect
2. Intelligent aspect
3. Belief (aqeedah) aspect
4. Moral aspect

⁸⁷Ahmad Tafsir, *Ilmu Pendidikan dalam perspektif Islam*, (Bandung : PT Remaja Rosdakarya, 2014), p.49.

5. Psychiatric aspect
6. Magnificence aspect
7. Culture aspect.⁸⁸

In conclusion the general objectives of Islamic education is perfect Muslims, or muslim who are pious, godly, and do worship to Allah. And the perfect human traits according to Islam are as follows:

1. Physically healthy and strong
2. The mind is smart and clever, that meant is being able to solve problems quickly, precisely, scientifically and philosophically, owning and developing science, and owning and developing philosophy.
3. His heart is devout to God, do all the commands sincerely and stay away from his prohibitions and the heart is capable of dealing with the supernatural.⁸⁹

b. Learning Method in the Islamic Studies Learning

There are several terms that are usually used by Islamic education experts who are associated with educational methods, namely:

- 1) *Minhaj at-Tarbiyah al-Islamiyah*
- 2) *Wasilatu at-Tarbiyah al-Islamiyah*
- 3) *Kaifiyatu at-Tarbiyah al-Islamiyah*
- 4) *Thariqatu at-tarbiyah al-Islamiyah*⁹⁰

The method is a way of teaching that teacher must take in the learning process. The selection of the right method becomes very important considering the relationship between methods and learning objectives is a causal relationship. If the method applied by the teacher is appropriate, then most likely the learning objectives will be achieved. In the Islamic education curriculum which is based on

⁸⁸Ahmad Tafsir, *Ilmu Pendidikan ...*, p.50

⁸⁹Ahmad Tafsir, *Ilmu Pendidikan dalam...*, p. 50-51

⁹⁰Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam*, (Bandung: PT Remaja Rosdakarya, 2014), p. 43

islamic teaching, namely Qur'an and Hadith, the prophet himself taught us about the method he used in spreading the teaching of Islam. As explained in the Koarn Ali-Imran verse [3]: 159

فَبِمَا رَحْمَةٍ مِنَ اللَّهِ لِنْتَ لَهُمْ ۖ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ ۗ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ ۗ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ۗ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ (١٥٩)

The meaning: “So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah . Indeed, Allah loves those who rely [upon Him].”

In the verse it is explained that the prophet Muhammad in giving teachings using a methodical didactic way, it's mean that it must be in an appropriate, proper, and not rude manner so that the specified goals can be achieved.⁹¹

In the 2013 curriculum revision, the learning methods that can be used in PAI learning is a learning method that is suitable for learning based on a scientific approach, including: inquiry based learning, discovery learning, project based learning, and problem based learning.

c. Material

As we know that the main teachings of Islam include three things, namely: the issue of faith (faith), the problem of sharia (Islam), and the problem of morals (ihsan). The three core teachings are then elaborated in the form of the pillars of faith, the pillars of Islam, and morals. From the three born monotheism, jurisprudence (fiqh), and moral science. These three religious sciences are then complemented

⁹¹Abdul Majid, *Belajar dan Pembelajaran...*, p. 43

by a discussion of basic Islamic law, namely the Koran and Al-Hadith and added to the history of Islam so that in sequence:

- 1) Monotheism
- 2) Fiqh
- 3) Koran
- 4) Hadith
- 5) Moral
- 6) Islamic history⁹²

d. Evaluation

Evaluation is carried out to measure the extent of the achievement of the objectives which has set. The evaluation process in Islamic education was exemplified by the prophet In a dialogue forum with his friends by asking questions to test his knowledge.

حَدَّثَنَا قُتَيْبَةُ بْنُ سَعِيدٍ حَدَّثَنَا إِسْمَاعِيلُ بْنُ جَعْفَرٍ عَنْ عَبْدِ اللَّهِ بْنِ دِينَارٍ عَنْ ابْنِ عُمَرَ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِنَّ مِنَ الشَّجَرِ شَجْرَةً لَا يَسْقُطُ وَرَفْهَا وَإِنَّهَا مَثَلُ الْمُسْلِمِ فَحَدِّثُونِي مَا هِيَ فَوَقَعَ النَّاسُ فِي شَجَرِ الْبَوَادِي قَالَ عَبْدُ اللَّهِ وَوَقَعَ فِي نَفْسِي أَنَّهَا النَّخْلَةُ فَاسْتَحْيَيْتُ ثُمَّ قَالُوا حَدِّثْنَا مَا هِيَ يَا رَسُولَ اللَّهِ قَالَ هِيَ النَّخْلَةُ

Meaning :“Narrated from Ibn Umar r.a., the Prophet SAW, once said, "Among the many trees there is a tree whose leaves do not fall out and the tree is like a Muslim. Try telling me the name of the tree. " People began to think of trees in the desert. And I think what is meant by the Prophet, is the tree nakhlah (dates), but ashamed to say it. People say to the Prophet, what is the name of the tree O Prophet? The Prophet answered the nakhlah tree. "(HR. Muslim).

In the curriculum 2013 revision, the evaluation or assessment applied in PAI learning is authentic assessment covering aspects of attitude, knowledge, and skills. The assessment developed by the teacher. In curriculum 2013 revision, it must integrate with the assessment of higher order thinking skills (HOTS), strengthening of character education (PPK), school literacy movements (GSL), and

⁹²Ibid, p. 44

21st century skills in this case the ability of 4C's. The teacher in this assessment must emphasize the assessment of attitudes, knowledge, and skills that can improve students' skills in the learning process oriented to HOTS, PPK, GSL, and 4C's.⁹³

D. Curriculum 2013 Revision

1. Curriculum 2013

Etymologically, the curriculum comes from the Greek curier and curere which means a place to race, run, in a race that has been formed as a route that must be passed by competitors.⁹⁴In the broad meaning according to J. Galen Saylor and William M. Alexander in Amir Hamzah “*the curriculum is the sum total of school's effort to influence learning, whether in the classroom, on the playground, or out of school and all of the activities that are provided for the students by the school.*”Whereas according to Peter F. Olivia in Abdul Majid “*Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school.*”⁹⁵In another definition the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used to guide the implementation of learning activities to achieve certain educational goals.⁹⁶

It can be concluded that what is meant by the curriculum is everything that is arranged for learning purposes in the form of regulations, learning activities in the classroom or outdoor, as well as extracurricular activities which provided or designed by the school to

⁹³Wendhie Prayitno, *Bahan Ajar Pengenalan Pembelajaran Dan Penilaian Kurikulum 2013 (Terintegrasi PPK, LITERASI, HOTS, 4Cs)*, (Jakarta: Direktorat Jendral Guru dan Tenaga Kependidikan, 2019), p. 50.

⁹⁴Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: Literasi Nusantara, 2019), p. 16.

⁹⁵Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam*, (Bandung: PT Remaja Rosdakarya, 2014), p. 38.

⁹⁶Undang-undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Pasal 1 Butir 19.

achieve certain goals. Therefore the curriculum was developed with all the necessary supporters; such as facilities, a conducive and clean environment, a pleasant learning atmosphere, adequate media and learning resources.

In the context of the Indonesian curriculum, curriculum development in 2013 refers to the evaluation results of the 2006 curriculum within a certain period of time. according to Muhamimin (2016), development is needed because the 2006 curriculum has several weaknesses, including: (1) the content is still too dense; indicated by the subjects and materials whose level of breadth and difficulty exceeds the level of development of the child's age, (2) not yet fully based on competencies according to the demands of the national education function, (3) competencies have not described the domain of attitudes, skills and knowledge, (4) some competencies that needed (eg character education, active learning methodology, balance of soft skills and hard skills, entrepreneurship) not accommodated, (5) not sensitive to social changes that occur at the local, national and global level, (6) process standards have not described the sequence of learning in detail thus opening up opportunities for diverse interpretations and leading to teacher-centered learning, (7) assessment standards have not led to competency-based assessments (processes and results) and have not explicitly demanded periodic remediation, and (8) KTSP requires more detailed documents so that does not cause multiple interpretations.⁹⁷

Whereas in the 2013 curriculum the learning process is conducted interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiatives, creativity and independence according to their talents, interests, and physical and psychological development. Based on Minister of Education and Culture Regulations number 22 of 2016, the

⁹⁷Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: Literasi Nusantara, 2019), p. 17-18.

learning principles used in the 2013 curriculum are: (1) students are told to learn, (2) from the teacher as the only source of learning towards learning based on various learning resources, (3) from a textual approach to a scientific approach, (4) from content-based learning to competency-based learning, (5) from partial learning to integrated learning, (6) from learning to press a single answer to convergent, (7) from verbal learning to applicative skills , (8) enhancing and balancing the skills of hard skills and soft skills, (9) learning that prioritizes the lifelong teacher culture, (10) learning that applies values by giving examples, building willingness, and developing the creativity of students in the learning process, (11) learning can take place at home at school, and in the community, (12) learning which applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class, (13) teachers who use information and communication technology to improve the efficiency and effectiveness of learning, and (14) recognition of individual differences and cultural backgrounds of the students.⁹⁸

2. Curriculum 2013 Revision

The curriculum 2013 revision is a changing curriculum that is adjusted to the arrangement of National Education Standards (SNP), especially Graduates Competency Standards (SKL), Content Standards (SI), Process Standards (SP) and Education Assessment Standards (SPP). Structuring and changing the curriculum is done so that the national education system can keep up with the times, and is always relevant and competitive. Structuring and changing the curriculum are carried out in line with the National Education System Law articles 35 and 36 which emphasize the need to increase National Education Standards as a curriculum reference on a planned and periodic basis.⁹⁹

⁹⁸Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: Literasi Nusantara, 2019), p. 18.

⁹⁹Mulyasa, *Implementasi Kurikulum 2013 Revisi Dalam Era Revolusi Industri 4.0*, (Jakarta: Bumi Aksara, 2019), p. 4

In the relation with the National Education Standards, there are four from eight standards which done a change and arrangement in the context of implementing curriculum 2013 revision, which need to be discussed and developed in the implementation of the curriculum in the schools. Those four standards of national education standard are competency standard, content standard, process standard, and education assessment standard.¹⁰⁰

In the implementation of curriculum 2013 revision, it requires teacher to develop learning by integrating four important things, namely strengthening character education (PPK), literacy, 21st century skills (4Cs), and higher order thinking skills (HOTS) which require teacher creativity in composing.¹⁰¹ In addition, in the preparing lesson plan (RPP) at curriculum 2013 revision, there are also differences with the last revision. The difference lies in the interrelationship between core competencies (KI) and basic competencies (KD). In the lesson plan of curriculum 2013 revision raises four things namely: PPK, Literacy, 4Cs and HOTS. Character education is strengthened mainly by five main points, are: religious, nationalist, independent, mutual cooperation, and integrity.¹⁰² Because the focus of the research is the implementation of 4C's in the learning, so here the researcher will only describe about 4C's competencies.

The integration of 21st century skills that includes 4C's (communication, collaboration, critical thinking and problem solving, and creativity and innovation) is a form of curriculum anticipation of technological development and its application in society. This is what really wants to be realized in the curriculum 2013 revision, not just the transfer of knowledge or material, but also to establish 21st century

¹⁰⁰Mulyasa, *Implementasi Kurikulum 2013...*, p. 9-10.

¹⁰¹Mulyasa, *Implementasi Kurikulum 2013 Revisi Dalam Era Revolusi Industri 4.0*, (Jakarta: Bumi Aksara, 2019), p. 4

¹⁰²Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: CV. Literasi Nusantara Abadi, 2019), p. 25.

competencies.¹⁰³ The ability of the 21st century is considered to strengthen social capital and intellectual capital, in the life of the modern world. Operationally 4C's is described in four steps, namely: (1) ways of thinking, creating, innovating, critical, solving problems, making decisions, and pro-active learning, (2) how to work, including communicating, collaborating, working in teams, (3) a way of life as a global and local citizen, and (4) tools for developing 21st century skills, namely information technology, digital networks, and literacy.¹⁰⁴

The ability to think critically and problem solving (critical thinking; problem-solving skills) is the ability to think critically, laterally, and systematically, especially in the context of problem solving. Trilling and Fadel explained as quoted by Amir Hamzah that problem-based and project-based learning over a long period of time, can obtain significant learning outcomes and it's different with classes that still use traditional methods. But Woods cautioned that project-based learning and problem-based learning require changing the role of the teacher as a source of knowledge to become a facilitator of acquiring knowledge.¹⁰⁵

Effective communication and collaboration skills with various parties provide a challenge to express and maintain their position, by producing their own ideas based on reflection. Collaborative learning also leads to the development of metacognition, improvement in formulating ideas, and discussion or debate with higher levels of thinking. Students can develop knowledge content and learn 21st century skills such as the ability to work in teams, solve complex problems, and apply knowledge gained in other situations. Unlike

¹⁰³Mulyasa, *Implementasi Kurikulum 2013...*, p. 5.

¹⁰⁴Amir Hamzah, *Etos Kerja Guru ...*, p. 30.

¹⁰⁵Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: CV. Literasi Nusantara Abadi, 2019), p. 30.

lecture-based learning, collaborative is a form of development that develops student interaction in building group knowledge.¹⁰⁶

The ability to create and renew (creativity and innovation skills), namely developing creativity to produce various innovative breakthroughs. Scott in Amir Hamzah states that several schools have taught their students to create knowledge; not just teaching students to "eat" static and complete knowledge. Whereas McLoughlin and Lee argue that the ultimate goal of learning is to stimulate students' ability to compile and produce ideas, concepts and knowledge. These goals can be achieved if the needs of a meaningful learning experience are reached, utilizing developing student creativity, while the teacher's role is the key to successful learning by encouraging, identifying and developing student creativity.¹⁰⁷

3. Learning Model at Curriculum 2013 Revision

In the learning process, teachers must be able to create a pleasant learning atmosphere, which is able to attract students' interest to learn. For when students are not interested or forced to follow the lessons, then they will also have difficulty in accepting the subject matter provided by the teacher. For this reason, teachers must change the way they teach from traditional learning models to innovative learning models.

Traditional teaching methodology makes students not feel free to express their opinions. They are afraid of being blamed when giving their opinions, so this has a negative impact on the development of the potential that exists in students. Whereas in innovative learning, the teacher is no longer the only source of learning that is the subject of learning. In innovative learning, the teacher is a facilitator who facilitates students to learn. Learning is no longer teacher-centered but student-centered. The learning method also changes from the usual

¹⁰⁶Amir Hamzah, *Etos Kerja Guru ...*, p. 30-31.

¹⁰⁷Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: CV. Literasi Nusantara Abadi, 2019), p. 31.

method of using expository or lecture to a method of discussion that invites students to express their opinions in critical thinking to solve a problematic topic.¹⁰⁸

Learning model is defined as a way, example or pattern, which has the purpose of presenting a message that must be known, understood, by making a pattern or example with the materials chosen by the teacher in accordance with the material given and conditions in the classroom.¹⁰⁹ According to Soekamto in Nurulwati, as quoted by Aris Shoimin, the intention of the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and instructors in planning teaching and learning activities. This means that the learning model provides the framework and direction for the teacher to teach.¹¹⁰

From the explanation above, the researcher concludes that the learning model is a systematic procedural framework or pattern that illustrates how the learning process will occur.

Teachers play a significant role in helping students develop 21st century skills by applying methods that increase students' abilities. They should use innovative strategies and modern learning technologies that help integrate cognitive and social skills with content knowledge as well as increase student participation in the learning environment in order to promote these future skills. There are many strategies that enhance both learning content and skills while also allowing students to engage in real life. One such approach is problem-based learning. In this model, students can discuss and analyze different issues and topics that are related to the real world. Also, this approach allows students to investigate problems, provide explanations, generate ideas, analyze

¹⁰⁸ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), p. 17-18

¹⁰⁹ Amir Hamzah, *Etos Kerja Guru...*, p. 21

¹¹⁰ Aris Shoimin, *68 Model Pembelajaran Inovatif ...*, p. 23

data, and make judgments in order to find the appropriate solution. Joyce mention that research has shown that students applying problem-based learning increase their participation in class activities and enhance critical thinking skills.¹¹¹

Based on the Minister of Education and Culture Regulation No. 65 of 2013 concerning the standard learning process for implementing the 2013 curriculum, the learning model used is a learning model based on a scientific approach, including: inquiry based learning, discovery learning, project based learning, and problem based learning.¹¹² This was also explained by Abdur Razak, a lecturer in Social Sciences at UIN Syarif Hidayatullah, in the Enrichment Learning and Curriculum Assessment activities for Instructors of Islamic Religious Education (GPAI) Elementary School 2, that teachers must be able to develop classroom learning based on 21st century skills including inquiry and discovery learning, student center learning, problem based learning and collaborating learning.

Inquiry learning is actually more suitable to be used in exact learning, but it can also be used in learning the appropriate sciences if the characteristics of basic competencies and learning materials are relevant. The steps in the inquiry model consist of:

- a. Observe various natural phenomena
- b. Asking question about the phenomena which faced
- c. Put forward the hypotheses
- d. Gather data related to the allegations or questions which raised
- e. Formulating conclusions based on data that is processed or analyzed.

¹¹¹ Halah Ahmed Alismail Dr. Patrick McGuire, *21st Century Standards and Curriculum: Current Research and Practice*, Journal of Education and Practice www.iiste.org, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.6, 2015, p. 152, accessed at <https://files.eric.ed.gov> on April 20, 2020 at 07.48.

¹¹² Permendikbud No. 65 Tahun 2013 tentang Standar Proses Pembelajaran Implementasi Kurikulum 2013

While the steps in discovery learning are as follows:

- a. Stimulation, that is in the form of readings, or pictures, or situations, according to the learning material
- b. Problem statement, Identify problem and finding problem which can face
- c. Data collecting, collect data that can be used to find solutions to problems encountered
- d. Data processing, processing data by trying to explore the ability of conceptual knowledge to be applied to real life
- e. Verification, checking the validity of the data
- f. Generalization, conclude an event based on similar problems.¹¹³

Project Based learning is a learning activity that uses projects as a learning process for attitudes, knowledge, and skills competencies. Emphasizing learning in activities to produce products using the skills of researching, analyzing, making, presenting product results based on real experiences during the learning process. The product which meant is the results of the project in the form of designs, schemes, written works, art works, works of technology / crafts and so on. There are several principles of project learning, are:

- a. Centrality, which is the center of learning strategies because students learn the basic concepts of knowledge through project work. Project work is the center of learning activities carried out by students in class.
- b. Guiding questions, projects that run lead to questions or problems that lead students to find the concept of a particular field. in this case the work activities become an external motivation that can lead to the rise of internal motivation so that independence is built in completing the task.

¹¹³Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: CV. Literasi Nusantara Abadi, 2019), p. 22

- c. Constructive investigation, there is an investigation process carried out by students in formulating knowledge to work on the project. Therefore the teacher must be able to design learning strategies that make students motivated to carry out the process of deepening the concept of knowledge in order to solve the problem or project being faced.
- d. Autonomy, students are given freedom or autonomy in the setting their own targets and responsible for what is done, while the teacher has a role as a motivator and facilitator so that students are supported to be success in learning.
- e. Realistic, is a real job in accordance with reality in the workforce or in the community. Projects undertaken are not simulated or imitated, but the work or problems that are really real are present.¹¹⁴

Problem Based Learning according to Duch as quoted by Aris Shoimin is a teaching model characterized by real problems as a context for students learning critical thinking and problem solving skills and gaining knowledge.¹¹⁵ Drew mention that some researchers found a significant correlation between problem-based learning activities and the critical thinking skills that students will need in the 21st century . Critical thinking requires a set of higher mental processes that augment students' capacities in problem solving. Trilling and Fadel defined critical thinking as the ability to analyze, interpret, evaluate, summarize, and synthesize information. These processes can give students the opportunity to be successful. Knowlton mentioned that using problem solving in teaching students can promote critical thinking skills that help them overcome challenges they may face in the real world. This approach allows students to learn through creative thinking and break

¹¹⁴Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: CV. Literasi Nusantara Abadi, 2019), p. 22-24

¹¹⁵Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media,2014), p. 130

through thinking barriers in order to achieve unique, 21st century learning skills. When teachers applied this strategy, they supported students' capacities in critical thinking, self-directed learning and cooperation, as well as social interaction.¹¹⁶

In the implementing problem based learning, the teacher needs to choose lesson material that has a problem that can be solved. The steps of problem based learning, are:

- a. Formulate the problem, namely determining the problem that will be solved in the learning process.
- b. Analyze the problem, namely reviewing the problem critically from various points of view.
- c. Formulate a hypothesis, namely formulating various possible solutions in accordance with the knowledge possessed.
- d. Collecting data, it means that looking for and describing various informations to solve problems.
- e. Hypothesis testing, namely formulating and drawing conclusions in accordance with the acceptance and rejection of the proposed hypothesis.
- f. Formulating recommendations for problem solving, namely describing recommendations that can be done according to the formulation of the results of hypothesis testing and conclusions.

Assessment procedures must be adjusted to the learning objectives to be achieved. The most important thing for teachers is to get reliable and valid assessment information. Evaluation procedures in problem-based learning models are not only written tests, but also in the

¹¹⁶ Halah Ahmed Alismail Dr. Patrick McGuire, *21st Century Standards and Curriculum: Current Research and Practice*, Journal of Education and Practice www.iiste.org, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.6, 2015, p. 152, accessed at <https://files.eric.ed.gov> on April 20, 2020 at 07.48.

form of checklists, rating scales, and performance. For evaluation in the form of performance, it can be used to measure students' potential to overcome problems and to measure group work.¹¹⁷

4. Lesson Plan (RPP) in The Curriculum 2013 Revision

Lesson Plan (RPP) is a plan of face-to-face learning activities for one or more meetings. The lesson plan is developed from the syllabus to direct the learning activities of students in an effort to achieve basic competencies (KD).¹¹⁸ According to Mulyasa, RPP is essentially a short-term plan to estimate and project what will be done in learning.¹¹⁹

So the lessonplan (RPP) is a plan that contains a series of learning activities that will be done starting from the opening until the closing, which are arranged for each time face to face in one or more meetings.

Every teacher is obliged to prepare lesson plans in a complete and systematic manner so that learning takes place interactively, inspiratively, fun, challenging, efficient, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with talent, asking, and development physical as well as psychological learners. The Learning Implementation Plan has several interrelated components, namely:

- a. The school name or educational unit
- b. Name of subject
- c. Class / semester
- d. Subject matter

¹¹⁷Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: CV. Literasi Nusantara Abadi, 2019), p. 24-25.

¹¹⁸Permendikbud No. 22 tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah

¹¹⁹Mulyasa, *Implementasi Kurikulum 2013 Revisi Dalam Era Revolusi Industri 4.0*, (Jakarta: Bumi Aksara, 2019), p. 108.

- e. The time allocation is determined according to the need for KD achievement and learning load, considered by the hours which available in the syllabus and KD that must be achieved.
- f. Learning objectives are formulated based on KD, using operational verbs that can be observed and measured, which include attitudes, knowledge and skills
- g. Basic competence and indicators of competence achievement
- h. Learning materials, containing facts, concepts, principles, and relevant procedures, and written in the form of items in accordance with the formulation of indicators of competency achievement.
- i. Learning methods, used by teacher to create a learning atmosphere and learning process, so that students reach KD which is adjusted to the characteristics of students and KD to be achieved.
- j. Learning media, the medium of learning messages in the form of teaching tool and learning tool to deliver the subject matter.
- k. Learning resources, various sources that can be used for learning purposes, can be in the form of books, printed and electronic media, the natural surroundings, or other relevant learning resources.
- l. Learning procedures, which include preliminary, core, and closing activities.
- m. Learning assessment, both the assessment process and learning outcomes.¹²⁰

In the implementation of curriculum 2013 revision, it requires teacher to develop learning by integrating four important things, namely strengthening character education (PPK), literacy, 21st century skills (4Cs), and higher order thinking skills (HOTS) which require teacher

¹²⁰Permendikbud No. 22 tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.

creativity in composing.¹²¹In addition, in the preparing lesson plan (RPP) at curriculum 2013 revision, there are also differences with the last revision. The difference lies in the interrelationship between core competencies (KI) and basic competencies (KD). In the lesson plan of curriculum 2013 revision raises four things namely: PPK, Literacy, 4C's and HOTS. Character education is strengthened mainly by five main points, are: religious, nationalist, independent, mutual cooperation, and integrity.¹²² Here are the steps for preparing learning activity:

- a. Understand the KD that has been analyzed
- b. Understand the IPK and material that have been developed
- c. Understand the syntax in the learning model, formulate preliminary activities that include orientation, motivation, and apperception.
- d. Formulate the main activity based on:
 - 1) IPK
 - 2) The characteristic of students
 - 3) Scientific approach
 - 4) Syntax of learning model
 - 5) 4Cs (creativity, critical thinking, communication, collaboration)
 - 6) PPK dan Literacy.
- e. Formulate closing activities that include both individual and group reflection activities.
 - 1) Provide feedback on the process and learning outcomes
 - 2) Do the follow-up activity
 - 3) Informing the plan of learning activities for the next meeting
 - 4) Closing activities can be given a final assessment according to the relevant KD

¹²¹Amir Hamzah, *Etos Kerja Guru Era Industri 4.0*, (Malang: CV. Literasi Nusantara Abadi, 2019), p. 4

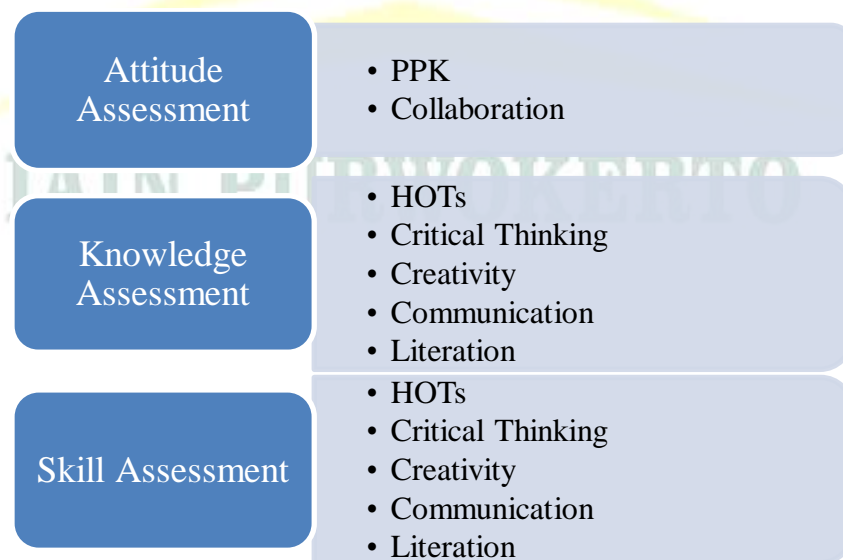
¹²²Amir Hamzah, *Etos Kerja Guru ...*, p. 25.

- f. Determine learning resources based on learning activities
- g. Assessment formulas (formative and summative) for learning that refer to the IPK.¹²³

5. Assessment of The Learning Result by The Teacher

Assessment is the process of gathering and processing information to measure the achievement of student learning outcomes. Learning assessment of students is done by teacher which include aspects of attitude, knowledge, and skills. The assessment developed by educators in the curriculum 2013 revision must integrate with the assessment of higher order thinking skills (HOTS), strengthening of character education (PPK), school literacy movements (GSL), and 21st century skills in this case the ability of 4C's. Teacher in this assessment must emphasize the assessment of attitudes, knowledge, and skills that can improve students' skills in the learning process oriented to HOTS, PPK, GSL, and 4C's.¹²⁴

The integration of PPK, Literacy, HOTS, and 4C's can be described as the following diagram:



¹²³Wendhie Prayitno, *Bahan Ajar Pengenalan Pembelajaran Dan Penilaian Kurikulum 2013 (Terintegrasi PPK, LITERASI, HOTS, 4Cs)*, (Jakarta: Direktorat Jendral Guru dan Tenaga Kependidikan, 2019), p. 19-20.

¹²⁴Wendhie Prayitno, *Bahan Ajar Pengenalan ...*, p. 50.

a. Attitude Assessment

Attitude assessment has the objective to obtain information about the behavior of student description. Attitude assessment is part of the formation and cultivation / formation of spiritual and social attitudes of students who become the task of every eteacher. There are several techniques and forms of attitude assessment that can be done by teacher, namely through observation, self-assessment, assessment between students, and journal.¹²⁵

Attitude assessment based on the two aspects of attitude competences, are:

- 1) Spiritual attitude refers to the core competency-1: respect and live the teachings of the religion they hold.
- 2) Social attitude refers to core competencies 2: respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the range of sales and existence.

The component of spiritual and social attitude that will be developed is also associated with Strengthening Character Education (PPK) which includes: religiosity, nationalism, integrity, independence, and mutual cooperation.¹²⁶

b. Knowledge Assessment

Minister of Education and Culture Regulation No. 21 of 2016 concerning Basic and Secondary Education Content Standards explicitly states that learning outcomes in terms of knowledge follows Bloom's Taxonomy which has been revised by Lorin

¹²⁵Mulyasa, *Implementasi Kurikulum 2013 Revisi Dalam Era Revolusi Industri 4.0*, (Jakarta: Bumi Aksara, 2019), p. 183.

¹²⁶Wendhie Prayitno, *Bahan Ajar Pengenalan Pembelajaran Dan Penilaian Kurikulum 2013 (Terintegrasi PPK, LITERASI, HOTS, 4Cs)*, (Jakarta: Direktorat Jendral Guru dan Tenaga Kependidikan, 2019), p. 52.

Anderson and David Krathwohl. The realm of knowledge is a combination of dimensions of knowledge that are classified into factual, conceptual, procedural, and metacognitive dimensions of cognitive processes arranged hierarchically starting from remembering, understanding, applying, analyzing, evaluating, and creating. Knowledge research techniques use written, oral, and assignment tests. The teacher can choose the assessment technique that best suits the characteristics of the basic competencies, indicators, and learning objectives to be assessed.

c. Skill Assessment

Skills competency assessment is an assessment conducted on students to assess the extent to which achievement SKL, KI, and KD specifically in the dimensions of skills. Skills learning outcomes are learning outcomes related to the skills or ability to act after students have received certain learning experiences.¹²⁷

Assessment techniques used to measure aspects of skills that are practice / performance, projects, portfolios, or products. In the skills assessment process, teachers are expected to bring up a culture of literacy, creativity, critical thinking, and higher order thinking skills oriented.

1) Performance / Practice Assessment

Performance/practice assessment is done by observing students' activities in doing something. This assessment can be used to assess the achievement of competencies that require students to carry out certain tasks such as practicum in laboratory, religious practices, sports practice, presentations, role playing, playing musical instruments, singing, and reading poetry / reclamation.¹²⁸

¹²⁷Wendhie Prayitno, *Bahan Ajar Pengenalan Pembelajaran Dan Penilaian Kurikulum 2013 (Terintegrasi PPK, LITERASI, HOTS, 4Cs)*, (Jakarta: Direktorat Jendral Guru dan Tenaga Kependidikan, 2019), p. 76.

¹²⁸Wendhie Prayitno, *Bahan Ajar Pengenalan Pembelajaran ...*, p. 78.

2) Project Assessment

Project assessment is an appraisal of a task including design, implementation and reporting activities, that have to be completed within a certain period / time. The task is in the form of an investigation starting from planning, data collection, organizing, processing, and presenting data. Project appraisal can be used to determine understanding, the ability to apply, innovation and creativity, the ability of students and the ability of students to clearly inform certain subjects.

Project assessment generally uses the methods of learning problem solving as a first step in gathering and integrating new knowledge based on experience in real activities. In project appraisal there are at least four things that need to be considered namely management, relevance, authenticity, innovation, and creativity.¹²⁹

3) Product Assessment

Product assessment includes assessing the ability of students to produce products, technology and art.¹³⁰

4) Portfolio Assessment in Writing

Assessment techniques can be done by assessing the work of students in the form of a collection of tasks, works, academic / non-academic achievements, which done / produced by students.¹³¹

¹²⁹Wendhie Prayitno, *Bahan Ajar Pengenalan Pembelajaran Dan Penilaian Kurikulum 2013 (Terintegrasi PPK, LITERASI, HOTS, 4Cs)*, (Jakarta: Direktorat Jendral Guru dan Tenaga Kependidikan, 2019), p. 85.

¹³⁰Wendhie Prayitno, *Bahan Ajar Pengenalan Pembelajaran ...*, p. 99.

¹³¹*Ibid*, p. 103.

CHAPTER III

RESEARCH METHOD

A. Type of Research

The type of this research is field research because the researcher came directly to the location to get the data or information related to the research. The result of this research will be presented in the form of descriptive report in which the obtained data in the field will be described in the form of words, not numbers, while the approach which used in this research is qualitative descriptive namely a research which used to describe and answer the problem of phenomena in a single variable or correlation, comparison, of various variables.¹³²

This research described and analyzed about the implementation of 4C's in the Islamic studies learning (PAI) at curriculum 2013 revision, started from planning step, implementation and evaluation. The result of this research will not be obtained through statistical procedural, but rather in descriptive term to describe the implementation of 4C's in the Islamic studies learning (PAI) at curriculum 2013 revision.

B. Time and Place of The Research

This research was done on June 6th, 2020 until June 19th, 2020 and the place was at SMP N 1 Purwokerto at 181 Jendral soedirman Street, East Purwokerto, Banyumas. The reason of choosing SMP N 1 Purwokerto as the place of this research was because SMP N 1 Purwokerto had chosen to be pioneering school to implementate curriculum 2013, and the Islamic studies (PAI) teacher at the same time had become the socialization instructor to socialize the curriculum 2013 to all of the schools in Banyumas regency.

¹³² Zaenal Arifin, *Penelitian Pendidikan:Metode Dan Paradigma Baru*, (Bandung: Rosdakarya, 2011), p. 54

C. Research Subject

Research subject is source to acquire research information. Determination of research subject also mentioned as data source. The meaning of data source in this research is subject where the data was acquired.¹³³ In the determining research subjects, researchers used purposive sampling technique, namely sampling data sources with certain considerations, so that it will be easier for researchers to explore the object / social situation which being under study.¹³⁴ Based on the explanation above, the subject of the research were:

a. The Headmaster

The headmaster of SMP N 1 Purwokerto is Suhriyanto, M.Pd. The headmaster plays a role as a leader and also manager who becomes the one of determinant of the successful implementation curriculum 2013 revision at school. Through the headmaster of SMP N 1 Purwokerto, the researcher got an information about how was the management of the implementation curriculum 2013 revision in the school. Because the principal plays an important role in providing direction and also supervision to the teachers in the planning process, implementation, and evaluation which done to students so that it can run according to the curriculum 2013 revision.

b. Teacher of Islamic Studies (PAI) Subject

Teacher of Islamic studies subject is someone who teaches the material about Islamic learning. From here, the researcher got an information about the implementation of 4C's in the Islamic studies learning including training about curriculum 2013 revision, until the planning process to make a lesson plan, the implementation, and the evaluation in the learning process which integrated 4C's inside.

¹³³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 2006), p. 129.

¹³⁴Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), p. 300

c. School document

The school document that is needed for obtaining documentation data such as general description of school, teachers, employees, students, facilities and infrastructure, and also the lesson plan of Islamic studies subject.

D. Research Object

Research object is a varied symptoms. Variable research also called a research object and that research object will be studied and the result will be concluded.¹³⁵ Based on that explanation, so the research object was the implementation of 4Cs in the Islamic studies learning at curriculum 2013 revision.

E. Research Data Collection

Data collection method in Umi Zulfa are ways that can be used by researchers to collect data.¹³⁶ In this research, the researcher only used two methods of data collection namely interview and documentation. The reason of researcher didn't use observation method was due to the pandemic covid-19 that still happening so that government had decided to change the learning activity which usually done at the school to be done at home by online learning. Because of that, the researcher couldn't not observe directly at the class and see how is the learning will be done.

1. Interview Method

Esterberg in Sugiono defines the interview as a meeting of two people to exchange information and ideas through questions and answers, so it can be constructed of meaning in a particular topic.¹³⁷ In this research, the researcher used structured interview that was the

¹³⁵Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 38

¹³⁶Umi Zulfa, *Modul Teknik Kilat Penyusunan Proposal Skripsi*, (Cilacap: Ihya Media, 2014), p. 161.

¹³⁷Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), p. 317.

researcher has arranged interview guidelines in the form of written questions to be asked directly to the research subjects.

Researcher used the interview method as a data collection technique with the purpose to obtain information about the implementation of 4C's in PAI learning. This interview is aimed to the teacher of Islamic studies subject and also to the headmaster of SMP N 1 Purwokerto.

2. Documentation Method

Documentation is a method of collecting data by collecting records of past events, writings, drawings, or monumental works. The documentation research is a complement to use of observation and interview methods in qualitative research.¹³⁸

The school document that was needed for obtaining documentation data such as general description of school, teachers, employees, students, facilities and infrastructure, and also lesson plan of Islamic studies subject.

F. Technique of Data Analysis

Data analysis is the process of searching and compiling data systematically, which obtained from interview, field note, observation and documentation by organizing data into categories, describing into units, synthesizing, compiling into patterns, choosing which ones are important and that will be studied and make conclusions, so that can be understood by researcher and others.¹³⁹ In this study, researchers used an interactive analysis technique of the Miles and Huberman model, which is collecting data, reducing data, displaying data then concluding.

Based on this analysis, the steps using qualitative data analysis techniques proposed by Miles and Huberman are as follows:

¹³⁸Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 312

¹³⁹Sugiyono, *Metode Penelitian ...*, p. 335

1. Data Reduction

Data reduction means summarizing, choosing the main points, focusing on important things and looking for themes and patterns. Thus the data that has been reduced will give a clearer representation, and make it easier for the researcher to do further data collection, and look for it if it is needed.¹⁴⁰

This step was done by collecting data obtained from interviews with PAI teachers and also the headmaster of SMP N 1 Purwokerto, then summarizing it with a focus on matters relating to the implementation of 4C's in PAI learning and deleting data that are not patterned well from the results of interviews and documentation at SMP N 1 Purwokerto.

2. Display Data

Miles and Huberman in Sugiono limit the display data here as a collection of structured information which gives the possibility of drawing conclusions and taking action.¹⁴¹ Display data in this research by grouping such data into the form of narrative text and table so that it will be easier to draw a conclusion.

In this study the data that was presented is the data about the implementation of 4C's in the learning, including the arrangement process to make a lesson plan, the implementation, and the evaluation, as well as inhibiting and supporting factors of the successful implementation of 4C's in PAI learning in SMP N 1 Purwokerto.

3. Verification

After data collection and data analysis, the next step is to give an interpretation and then arrange it into a conclusion. According to Miles and Huberman in Umi Zulfa, in the arranging a conclusion the researcher must verify the data or review from the field notes or by

¹⁴⁰Sugiono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2008), p. 91-92

¹⁴¹Sugiyono, *Metode Penelitian ...*, p. 91-92

exchanging ideas with colleagues, so that the conclusion are not just an attracting idea from something which not obvious the truth.¹⁴²

The conclusion of this research was how the implementation of 4C's in the PAI learning, starting from the preparation of making lesson plan (RPP), the implementation, and the evaluation, as well as inhibiting and supporting factors in the process of implementing 4C's in PAI learning in SMP N 1 Purwokerto.



IAIN PURWOKERTO

¹⁴²Umi Zulfa, *Modul Teknik Kilat Penyusunan Proposal Skripsi*, (Cilacap: Ihya Media, 2014), p. 173.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. The Implementasi of 4C's In The Islamic Studies (PAI) Learning

The result of this research was about 4C's implementation process in Islamic studies (PAI) learning included the process of preparing lesson plan, the implementation in the learning and the evaluation to the students in the learning.

1. The Process of Arranging 4C's in The Lesson Plan (RPP)

In the process of preparing the lesson plan, the teacher already got a training, workshop and also technical guidance related to the 4C's. Curriculum 2013 revision is a new curriculum that has not yet known by the teacher. Ms. Ida as an Islamic studies (PAI) teacher has received training, workshop and technical guidance. The training related to the curriculum 2013 revision which emphasizes on four things namely, Strengthening character education (PPK), Literacy, 4C's and HOTS, it had socialized in 2017 and the implementation has started in 2018. As stated by Ms. Ida as follows:

“Awal-awal diklat pasti, saya setiap kali ada perubahan-perubahan itu selalu ada diklat, jadi diklat biasanya juga ada semacam kaya penyegaran. Ada diklat, kadang workshop, kalo workshop itu kan menghasilkan produk, kemudian produk itu nanti di tingkat diklat dipresentasikan, dipahami bersama, diurai bersama, sampai nanti akhirnya diterapkan di sekolah sendiri-sendiri. Untuk diklat RPP yang mengandung PPK, Literasi, 4C's dan HOTS itu saya diklat tahun 2016/2017, kemudian tahun 2018 itu sudah mulai pelaksanaan.”¹⁴³

From the explanation above, it can be seen that she has received training, and workshops in 2016/2017 related to the arranging lesson plan (RPP) of the curriculum 2013 revision, she also explained that if there are revisions in the curriculum 2013, there must be a training. The results of

¹⁴³The result of the interview with Ms. Ida Farida Isnaeni, S.Ag., as the teacher of Islamic Studies on June 5, 2020 at 10.42

the workshop activities in the form of lesson plans will later be presented, understood, parsed together, and finally applied in their respective schools.

Beside the workshops or training organized by the education authorities, educational quality assurance institution (LPMP), or official government institutions, the headmaster also facilitates teachers to conduct independent education and training through subject teacher' deliberation (MGMP) related to the lesson plan preparation process. As explained by the headmaster of the school as follows:

“Diklat itu kalau tidak dinas yang mengadakan, LPMP, atau lembaga-lembaga resmi pemerintah, selain itu juga MGMP, selain sebagai wadah para guru, biasanya juga mengadakan diklat mandiri. Kebetulan saya ketua MKKS, jadi saya sering mensupport teman-teman MGMP untuk mengadakan diklat-diklat. Untuk kasus mata pelajaran PAI, tidak secepat mata pelajaran yang lain, tapi untuk sosialisasi tentang penyusunan RPP dan seterusnya itu terus kita lakukan.”¹⁴⁴

From the statement of the headmaster above, it can be seen that in the preparation of the lesson plan not only through training activities that was done by official government institutions, but the headmaster also provided facilities for teachers to conduct independent training in schools.

The integration of 4C's in the learning is a must, including in the lesson plan (RPP) itself. Because the 4C's is one of the four things that have to be achieved in the curriculum 2013 revision. In the lesson plan (RPP) which arranged by Ms. Ida it can be seen that she has integrated 4C's in learning. From the 7 themes in the eighth grade offirst semester, namely the theme of humility, faith in the holy book, gambling and fighting, honest and fair, *sunnah* prayers, various forms of prostration, and Bani Umayyah, all have the same 4C's integration pattern. here the author will

¹⁴⁴The result of the interview with Suhriyanto, M.Pd., as the headmaster of SMP N 1 Purwokerto on June 10, 2020 at 08.38.

describe 4C's indicators from one of six themes, namely the *sunnah* prayer.

Table 4.3
4C's Skills and Their Indicators in The Lesson Plan (RPP)

4C's skills	Indicator
Critical Thinking	<ul style="list-style-type: none"> - Students are given the opportunity to ask questions related to the material of the Naqli's argument, provisions, procedures, and benefits of the Sunnah Prayer in congregation and munfarid - Students in their groups discuss processing the observational data - Students discuss the results of their observations and verify the results of their observations with data or theory in the source book through activities such as: Students and teachers jointly discuss answers to questions that have been done by students.
Communication	<ul style="list-style-type: none"> - students report the results of the discussion in oral, written, or using the media. - Students present the results of group discussions - Expressing opinions on the presentations which has been presented about the material of the Naqli's argument, provisions, procedures, and benefits of the Sunnah Prayer in congregation and munfarid and responded by the group who has presented - Asked for a presentation about the material of the Naqli's argument, provisions, procedures,

	<p>and benefits of the Sunnah Prayer in congregation and munfarid which has been presented and other students are given opportunity to answer it.</p>
Collaboration	<ul style="list-style-type: none"> - Students are formed into several groups to : - Discussion - Gathering an information - Represent - exchange information relating to the material of the Naqli's argument, provisions, procedures, and benefits of the Sunnah Prayer in congregation and munfarid
Creativity	<ul style="list-style-type: none"> - Students report the results of observations in writing about the material: Naqli's argument, provisions, procedures, and benefits of the Sunnah Prayer in congregation and munfarid - Answering questions about the material of the Naqli's argument, provisions, procedures, and benefits of the Sunnah Prayer in congregation and munfarid contained in the student handbook or worksheets that have been provided. - Asking questions about things that are not yet understood, or the teacher throws a few questions to students regarding the material of the Naqli's argument, provisions, procedures, and benefits of the Sunnah Prayer in congregation and munfarid which will be finished being studied - Completing competency tests for the material of the Naqli's argument, provisions, procedures,

	<p>and benefits of the Sunnah Prayer in congregation and <i>munfarid</i> contained in students handbooks or on worksheets that have been provided individually to check students' mastery of subject matter.</p>
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From the presentation of 4C's skills and indicators above, there were some mismatches between 4C's competencies and indicators, namely:

a. Communication Skill

In communication skill there is one indicator that is not appropriate, namely: "Asking for presentations in the material of Naqli's argument, provisions, procedures, and benefits of the *Sunnah* Prayer in congregation and *munfarid* and other students are given the opportunity to answer it." If seen from the indicator that students are given the opportunity to ask questions, so it include to category of critical thinking skills. According to Klynhout, to promote critical thinking in the learning process, teacher can ask question which use question word How and Why so that students can demonstrate their understanding. Communication will instead begin in the discussion session, giving each other opinions or views on the question asked. So the discussion activities through question and answer activities will definitely happen, but the placement of that indicator in the lesson plan that less appropriate

b. Creativity Skill

In creativity skills, there are two indicators that are not appropriate, namely: (1) Asking questions which not yet understood, or the teacher throws a number of questions to students regarding the material of the Naqli's argument, provisions, procedures, and benefits of the *Sunnah* Prayer in congregation and

munfarid which will be completed studied. (2) Complete the competency test for Naqli's argument, provisions, procedures, and benefits of the Sunnah Prayer in congregation and munfarid contained in the student handbook or on worksheets that have been provided individually to check students' mastery of the subject matter.

In the first indicator that was asking questions, it is not appropriate to be an indicator that could train students' creativity skills. Asking a questions is more appropriate to be used to practice critical thinking skills, more precisely by asking questions that begin with the question words "Why" and "How". For the second indicator, that instructed students to complete the competency test, it was also not appropriate to be used as an indicator that can train students' creativity. It can be placed in the closing activity, namely scheduled homework.

So in the lesson plan (RPP) arranged by Ms. Ida, it had already been integrated with 4C's skills, but there were some indicators that incompatible with the skills of 4C's.

2. The Implementation Process of 4C's in The Learning

In the Islamic studies (PAI) learning at SMP N 1 Purwokerto with Ms. Ida Farida as the PAI teacher, she had implemented 4C's in the learning. Here the researcher described the learning activities that were integrated with 4C's:

a. Critical Thinking Skill

Learning activity undertaken by Ms. Ida to improve critical thinking skills was providing opportunities to students to ask questions. the activity of asking questions was done after the literacy activity in the form of observing, reading and writing learning materials, as well as listening to the material delivered by Ms. Ida, beside that student were also required to ask questions when they made presentations, as explained by Ms. Ida:

“Kemampuan sikap kritis anak itu terlihat ketika mereka mengajukan pertanyaan tanpa perlu dipancing-pancing. Jadi seperti ini, setiap kali pembelajaran, materi-materi, tema-tema, atau KD yang akan di pelajari dikelas itu sudah diberikan di awal, mau bagaimana pembelajarannya itu sudah disosialisasi. Jadi ketika saya mau menyampaikan materi misal tentang hari kiamat, anak itu sudah memiliki banyak gambaran, sehingga disitulah, kita tidak perlu mancing-mancing, tapi memang tidak menutup kemungkinan mereka yang pasif juga banyak, tapi untuk kegiatan pembelajaran yang sifatnya kolaborasi, bekerja sama itu harus. Misalnya kelompok 1 presentasi, kelompok 2, 3, mengajukan pertanyaan, nanti manakala tidak bisa menjawab kita pecahkan bersama.”¹⁴⁵

From the explanation above, Ms. Ida explained that some students had shown critical thinking skills without having stimulation first, she provided the opportunity for students to ask questions after the literationactivity then to overcome the students who were still passive in asking, she required students to ask questions during group presentation.

Critical thinking skills of students also could be seen in the learning when Mrs. Ida used problem-based learning model, in the learning Ms. Ida raised problems that were close to students for example in moral material about veiling obligations, Ms. Ida in her learning activities explained about the subject matter of veiling then students were given the opportunity to give their views about veil, the right way to wear the veil, and ask related questions.

So the integration of critical thinking skills in Islamic Studies (PAI) learning had been done by giving students the opportunity to ask questions and also their view about the learning material. The activity of asking questions can be said as critical thinking skills as explained by John Dewey that people who think critically were not silent, and

¹⁴⁵The result of the interview with Ms. Ida Farida Isnaeni, S.Ag., as the teacher of Islamic Studies on June 5, 2020 at 10.42

didn't take for granted what was obtained from outside themselves, but filter it. So, there is a thought process that occurs, namely in the form of active and careful consideration of a belief or knowledge that is taken for granted. That was the reason why someone was not just taking the information he received. Likewise by using problem-based learning models, students were trained to solve a problem that requires critical thinking skills.

b. Communication Skill

To improve students' communication skill, Ms. Ida used peer tutoring method, as explained as follow:

“Ya komunikasi itu pasti, kalau saya itu 75% pembelajaran dikelas itu sifatnya adalah kreativitas anak, saya hanya memantau, melihat, mungkin dalam hal-hal tertentu saya yang menjadi guru penuh umpamanya dalam melafadzkan Al-Quran, nanti kalau saya sudah melafadzkan, saya sudah mencontohkan nanti ada yang bacaannya bagus nanti jadi guru model, tutor sebaya ya, kemudian anak-anak yang saya anggap memiliki kemampuan dan kemauan lebih saya minta untuk menjadi tutor bagi teman-temannya. Saya juga selalu memberikan motivasi mau tidak kamu berbagi?, mau tidak kamu dapat pahala?, kalau mau kamu bisa apa, kamu kemarin belajar apa? Silahkan kamu sampaikan kepada teman-teman. Karena dalam pembelajaran saya bukan satu-satunya yang memberikan informasi, tapi saya sebagai pemberi motivasi saja. Terkadang mereka lebih paham penjelasan yang disampaikan oleh temannya dibandingkan dengan yang disampaikan oleh saya sendiri.”¹⁴⁶

From the explanation above, it could be seen that Ms. Ida used peer tutoring method to train students' communication skills, she always gave a motivation to the students so that they wanted to share their knowledge or want to be a tutor for their friends. Ms. Ida realized that in learning activity, the teacher was not the only source of information, but she was only a motivator.

¹⁴⁶The result of the interview with Ms. Ida Farida Isnaeni, S.Ag., as the teacher of Islamic Studies on June 5, 2020 at 10.42

In the peer tutoring method, students are given the opportunity to convey / share knowledge with their friends about what they knew or had learned in their own language. In this method, it can be seen that students' communication skills were being trained, because by passing back subject matter using language that was easily understood by their friends, it shows good communication skills, for the most important thing in communication is people understand what what we say. By providing opportunity and encouragement to communicate, it is hoped to make a habit of the student to be brave to communicate and train students' communication skills.

Then another method used by Ms. Ida to improve students' communication skills was presentation. In the presentation activity, Ms. Ida gave the children full decision in managing their groups. As explained by her as follows:

“Ketika saat presentasi anak-anak biasanya begini, dalam salah satu kelompok ya. Biasanya kelas itu terdiri dari 31 sampai 32 anak, biasanya kelas ini saya bagi 4, ada kelompok yang besar, ada yang sedang, ada yang berpasangan, tergantung dari materi yang akan kita pelajari. Kalo materi yang bersifat akhlak, saya biasanya melibatkan anak dalam kelompok yang antara 5-8, kalo akhlak biasanya anak suka bermain peran, sosio drama, seperti dalam materi hormat patuh dan taat kepada orang tua dan guru, biasanya anak-anak itu saya suruh untuk bermain sosio drama, jadi semua anggota kelompok akan berperan, komunikasi sekecil apapun pasti berperan. Kemudian kalau sifatnya adalah agak formal, mereka presentasi di kelas, biasanya mereka juga bergantian, ada juga yang kelas kelompok menerapkannya satu orang menyampaikan kemudian yang lain mengamati, pada saat ada pertanyaan, mereka siap-siap untuk memberikan jawaban.”¹⁴⁷

She explained that in the presentation activity, students were divided into several groups, namely large, medium and paired groups,

¹⁴⁷The result of the interview with Ms. Ida Farida Isnaeni, S.Ag., as the teacher of Islamic Studies on June 5, 2020 at 10.42.

depend on the material that will be discussed. In moral material such as respect, obedience to parents and teachers, she asked children to play socio drama, the slightest role of communication will definitely occur there. Then in group presentation activities, students took turns to explain the themes they get, or some children explained then other members prepared to give answers when the discussion session takes place.

So in the presentation activity, the communication happened when the children work together, discuss in determining a role in the group, and also when the presentation itself. Because when presenting in front of class, they take turns explaining the material to be delivered, and also giving answers in discussion session.

c. Creativity Skill

One of learning activity that included creativity skill was asking students to make videos in socio drama on the material respect and obedience to parents and teachers. The creativity that was seen here was student produce a work in the form of a short video related to the material respect and obedient to parents and teachers. Making a video with the story was obviously need critical thinking. According to level cognitive of Bloom, creating something was kind of higher order thinking skill. Then she also uses a project-based learning model to increase student creativity. As explained by her as follows:

“Untuk model pembelajaran berbasis project saya banyak mba, misalnya power point, atau anak membuat puzzle atau saya membuat puzzle kemudian anak nanti menempelkan, seperti kelas 9 ada materi tentang toleransi QS. Al-hujurat ayat 13. Kemudian saya tulis satu ayat kemudian saya potong-potong nanti anak suruh menempelkan, kemudian untuk materi haji, ada anak yang sudah pernah umrah kemudian bagaimana dia menjalankan ibadah mulai dari startnya dari mana, disana melakukan apa saja, nanti dia menggambar.”¹⁴⁸

¹⁴⁸The result of the interview with Ms. Ida Farida Isnaeni, S.Ag., as the teacher of Islamic Studies on June 18,2020 at 13.35.

From the explanation above it could be seen that Ms. Ida exemplifies many project-based learning models that she used such as power point, making puzzles in tolerance material and also asking students who have Umrah to draw activities which they done over there in the Hajj material.

So to increase students' creativity, Ms. Ida used project-based learning models such as making short videos and also making power point presentation. Project-based learning can train students' creative and innovative skills to the level of original creation, if it was supported by an assessment instrument that directs students to create an original work.

d. Collaboration Skill

Collaboration activity is the most done activities in the learning, because Ms. Ida used more project-based learning models and also discussion methods in the learning. The project which done by the student is making power point presentations for most learning materials and also making a short videos for material respectful, and obedience to parents and teachers. In the process of evaluating a project, Ms. Ida involved peer assessment instruments to see in real how is the collaboration conducted by each member in the group, as explained by her as follows:

“Setiap kali anak sedang presentasi atau sedang berdiskusi, justru penilaian-penilaian itu anak yang membuat, saya hanya observasi. Jadi anak-anak begini, kelompok 1 maju, kelompok 2, 3 menilai, kelompok 2 maju, kelompok 1 dan 3 menilai. Sehingga penilaian itu lebih real, kalo saya menilai hanya dari segi fisik. Kelihatannya bagus, power point bagus, penyampaian bagus, tapi terkadang anak-anak menyampaikan apa yang mereka ketahui secara real, temannya ada yang menyampaikan bahwa itu power point dibuatkan oleh kakanya bu, jadi anak-anak lebih paham karakter dari teman-temannya, ketika mendengarkan laporan seperti itu, tentunya saya akan konfirmasi terlebih dahulu, kemudian menilai dari cara

menjawab anak, karena anak yang jujur atau tidak itu terlihat dari mata dan gesture tubuh.”¹⁴⁹

From the explanation above, Ms. Ida involved the children to participate in assessing the process of the project, because the children were more familiar with the character of their friends than her self. Assessments that she made were based only on what was seen outside, but children sometimes knew more about the characters and processes that occur in groups before producing a product.

So the use of project-based learning models or discussion methods that involve a group could practice student collaboration skills, because by grouping students will work together for the same purpose, they will learn to be leaders in the group, and also learn to mutually respect differences of opinion and also take responsibility, to achieve the same goals.

3. Assessment Instruments for 4C's Skills

In the learning assessment activity, Ms. Idahad used an assessment instrument in accordance with the Curriculum 2013 which includes (1) assessment of attitudes that can be done through observation, self-assessment, assessment among students, and journals, (2) assessment of knowledge that is by oral techniques, written and assignments, and (3) skills assessment using practice, project and product techniques.

Here the researcher only discussed the assessment of knowledge and skills, because from these two assessment domains could be integrated with 4C's skills. In the following, the authors present some instruments of knowledge and skills assessment that contain 4C's skills that had been arranged by her. Ms. Ida made six instruments of knowledge and skill assessments, namely:

¹⁴⁹The result of the interview with Ms. Ida Farida Isnaeni, S.Ag., as the teacher of Islamic Studies on June 18, 2020 at 13.35.

a. Oral technique

There were seven instruments of oral assessment from seven themes, from those instruments the author found the same kind of questions.

Here are the instruments:

Table 4.4
Instrument of oral assessment of the sunnah prayer material

No.	Question	Answer	Score
1.	What is the meaning of sunnah prayer?	Sunnah prayer is a prayer that is recommended to do. someone who do the sunnah prayer will get a reward from Allah, however if someone does not do the pray, so he will not get a sin.	0-5
2.	What is the function of sunnah prayer?	Add the perfection of the main prayer.	0-5
3.	What is meant by the sunnah prayer in congregation and munfarid?	Sunnah prayer munfarīdis a prayer that is done individually. Sunnah prayer in conegregation is a prayer that is done together, or more than one person.	0-5
4.	Mention the examples of sunnah prayers in congregation and munfarid!	The examples of sunnah prayer in congregation are: eid al fitr, eid Adha, <i>Kusūfi Syamsi</i> (solar eclipse) <i>khusūfil Qomari</i> (lunar eclipse), and <i>Istisqā</i> prayer (asking for rain). The examples of sunnah prayer munfarid are: <i>rawatib</i> , <i>tahiyatul masjid</i> , <i>istikharah</i> prayer.	0-5
5.	What is the	a. Overcoming all the problems of life	0-5

	wisdom of sunnah prayer?	<p>as well as and will always be given adequate sustenance by Allah.</p> <p>b. Eliminating sin, increasing the degree of pleasure of Allah. and foster a love for Allah</p> <p>c. As an expression of our gratitude to Allah, for all of the blessing which have been given and sometimes we not aware about it.</p> <p>d. Bringing blessing to homes that are often used for sunnah prayers, life becomes comfortable and peaceful</p>	
Maximum score			25

Assessment rubric:

$$\text{percentage} = \frac{\text{achievement score}}{\text{maximum score}} \times 100$$

If it was seen from the oral test questions instrument above, the question word used from question no. 1-5 was using the question word "what" and the command "specify". According to the taxonomy of Bloom, cognitive level can be divided into six levels, namely: remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6). Related to 4C's competencies, the level that include 4C's was the level from C4 (analyze) until C6 (create). The questions from the oral instrument above were asking about definition and understanding of marterial. It mean that the oral instrument that Ms. Ida had made still include in level remember (C1). So it was not related to the 4C's competencies.

b. Written Technique

Table 4.6
Instrument of Written Assessment of
The Sunnah Prayer Material

No	Question	Answer	Score
1.	What is the differences between sunnah mu'akkad prayer and ghairu mu'akkad prayer?	The sunnah mu' akad prayer is the sunnah tool which is highly recommended to be done while the sunnah ghairu mu' akad is the sunnah tool that is not too recommended to be done.	0-5
2.	Mention three kinds of 'sunnah prayers that are carried out in congregation!	Eid Al-fitr, Eid Adha, solar eclipse prayer, lunar eclipse prayer.	0-5
3.	Write down the readings of the intention of the midnight prayer and the meanings!	أُصَلِّي سُنَّةَ التَّهَجُّدِ رَكَعَتَيْنِ مُسْتَقْبِلَ الْقِبْلَةِ لِلَّهِ تَعَالَى	0-5
4.	Mention the wisdom of doing the sunnah prayer!	Will get resolve from problems and will always be provided with adequate sustenance by Allah SWT, increasing the salvation of fardu, eliminating sins, increasing the degree of pleasure of Allah SWT. and foster a love for Allah,	0-5

		as an expression of our gratitude to Allah. of various great gifts that we are often not aware of, bring blessings to the home which is often used for sunnah prayer, life becomes comfortable and peaceful.	
5.	How do you perform sunnah istisqā prayer?	Prayers of the Sunnah rawatib in terms of implementation are divided into two, namely Prayers of Sunnah Qabliyah (done before Prayers of Fard) and Prayers of Sunnah Ba'diyah (done after Prayers of Fard). The way to do it is intention according to time, not done with the call to prayer and iqamah, the Sunnah Rawatib is recommended to carry out in munfarid. "Asar prayer," the prayer is done standing up. If you are unable to sit, or if you are still unable to lie down, you should move a little from the fard prayer spots but still face the Qibla.	0-5

In the written test above use the question words "what" and "how" and use the command words "mention" and "write". Command words "mention" and "write" if we can see in the operational command word of cognitive, those command words include in the level of remember (C1). Related to 4C's skills, the written test above is not appropriate to fostering 4C's skills into students, because the answers needed did not require a critical thought, only need to look for answers in books or appropriate

sources. Then in another written test from another material, there were several questions that can train students' critical thinking skills, namely:

Table 4.7
Instrument of Written Assessment of
The Alcoholic, Gambling, and Squabbling Material

No.	Question	Answer	Score
1.	Please explain the interpretation of <i>halalan thayyiban!</i>	Halal is something which is permitted by religion, while thayyib means nutritious and good for the body health. Halal and Tayyiban is belonging to food that can be consumed according to religion and nutritious and good for body health.	0-5
2.	Please explain the law reading of <i>qalqalah kubra</i> and <i>sugra</i> , and also give one example of that!	Qalqalah means bouncing / flipping. Thus the reading of the Qalqalah is the reading of the lafaz in the Qur'an which bounces / flips. For example: (answers developed by the teacher) Ra', if there is a letter ra' () then read tafkhim, tarqiq, may tarqiq and tafkhim	0-5
3.	What is your opinion about your friend who consume <i>haram</i> foods?	Teacher policy	0-5
4.	Please write a hadith which contain of	عَنْ أَبِي عَمْرٍو رَضِيَ اللَّهُ عَنْهُمَا أَنَّا لِنَبِيَّصَلَا اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: «كُلُّ مُسْكِرٍ حَرَامٌ» (رواه مسلم)	0-5

	prohibition to drink <i>khamr</i> !		
5.	How do you behave if there is a seller of <i>haram</i> foods in your home environment?	Teacher policy	0-5
Maximum score			25

Assessment rubric:

$$\text{percentage} = \frac{\text{achievement score}}{\text{maximum score}} \times 100$$

In the written question instrument above, there were five questions, three questions were not related to the 4C's competencies then two questions can train students' critical thinking skills, namely:

- a. What is your opinion about your friend who consume *haram* foods?

The question above was asking about student opinion of someone who consume *haram* food. It mean that students asked to value whether consume *haram* food was good or not, it was right or not, and the teacher gave a value depend on the answer and reason of students. According to operational command word of cognitive level, giving a value of something include in level evaluate (C5), and evaluate according to Facioneis one of the ability of critical thinking. It means that question above related with the 4C's skills, namely critical thinking.

- b. How do you behave if there is a seller of *haram* foods in your home environment?

From the question above, students were asked to think how they would behave if find a seller of *haram* food in thier environment. According to Facione, critical thinkings is divided into six abilities, namely: interpretation, analysis, inference, evaluation, explanation, and self regulation. That question above included ability of self regulation, because they made decision about how they will behave to other. This was in line with statement of critical thinking from Robert Ennis that the critical power of people was not only in their reasoning, but also in their ability to reflect on themselves and others. So the question above include into 4C's competencies, namely critical thinking.

c. Assignment Technique

Table 4. 8
Instrument of Assignment Assessment of
The Alcoholic, Gambling, and Squabbling Material

No.	Assessment aspects	Score
1.	If students can write answers correctly and completely and collected on time	100
2.	If students can write the answers correctly and collected not on time	90
3.	If students can write the answers correctly, but they are incomplete and collected not on time	80
Score Maximum		100

Task Point Item: Look for in the Koran in the 2nd chapter of 10 verses which contains the *Qalqalah Sugra*, then on juz 30 as many as 10 verses that contain readings *Qalqalah Kubra!*

In the assignment assessment instrument above, the task that students had to do was looking for in the Koran for the 2nd juz as many as 10 verses that contain the reading of the *Qalqalah Sugra*, then in the 30th

just there are 10 verses that contain the *Qalqalah kubra*. The 4C's skills included in the assignment above are critical thinking skills. Because in the process of looking for verses that include of *Qalqalah Sugra* and *Kubra*, the students will pass through the stage of critical thinking in the form of interpretation, analysis, and then conclude which verses were included in the reading of the *Qalqalah Sugra* and *Qubra*

d. Project Technique

Table 4.9
Instrument of project assessment of the faith to the holy books material

No.	Assessed aspects / assessment material	Criteria (score)			
		Very good (4)	good (3)	Good enough (2)	Less (1)
1.	Exposure contains relevant Naqli propositions.				
2.	Display includes description, picture or video accordingly				
3.	Presenting well				
Score					
Total score		12			

$$\text{percentage} = \frac{\text{achievement score}}{\text{maximum score}} \times 100$$

Question Instrument:

- a. Make a description that contains a description of the books of God based on the argument of the experts, with the following division:
 - 1) Group 1: *Q.S. al-Maidah* : 16
 - 2) Group 2: *Q.S. al-Mu'minun*: 49
 - 3) Group 3: *Q.S. al-Isra*: 55
 - 4) Group 4: *Q.S. Maryam*: 30
 - 5) Group 5: *Q.S. Ali Imran*: 3
 - 6) Group 6: *Q.S. al-Hijr*: 9
 - 7) Group 7: *Q.S. al-A'la*: 18-19
- b. Complete the presentation with the appropriate description, picture, animation or video.
- c. Serve as a presentation using power points

In the project assessment technique above, 4C's skills that included werecommunication, collaboration and creativity skills. Communication and collaborationskills were seen when members in the group discuss about the contents of God'sbooks based on the proposition naqli they get, then creativity skills will be seen whenthey decide how to explain the contents of God's books using power point presentations.

e. Product Technique

Table 4.10
Instrument of Product Assessment of Bani Umayyah Material

No.	Indicator	Question
1.	Describe data and information about the historical evidence of the growth of scienceduring the Umayyah era.	The progress of Islamic civilization is characterized by two things, namely in terms of government and the development of science. Discuss which of the two things has the most influence? Discuss the problem with your respective groups!

Assessment rubric:

No.	Assessed aspects / assessment material	Criteria (Score)			
		Very good (4)	Good(3)	Good enough (2)	less(1)
1.	Planning a.Preparation b. Formulation of the title				
2.	Implementation a.Tools preparation b.Technical search c.Creativity				
3.	Product result a. Physical form b. Innovation				
Score					
Total score					

$$percentage = \frac{achievement\ score}{maximum\ score} \times 100$$

From the instrument assessment aspects of the skills with product techniques above, there were several skills contained in them, namely communication skills, collaboration, critical thinking and also creativity. Communication and collaboration skills will occur when each member in the group discussed about which one from the two things is more influential between government or the development of the scientific field, critical thinking skills are also included when members in the group

identify, analyze, look for reasons, until finally concluded from the two issues earlier, which one is most important. Then creativity skills occurred when the group made a product that illustrates the results of the group's conclusions about which one from the two things that are most influential in the progress of Islamic civilization.

From the presentation of the knowledge and skills assessment instruments above, the researcher could conclude in the following table.

Table 4.11
The Conclusion of Analysis Result into Assessment Instrument

No.	Assessment technique	Skills contained
1.	Oral	Remembering (C1)
2.	Written	Remembering (C1), Critical Thinking
3.	Assignment	Critical Thinking
4.	Project	Communication, Collaboration, Creativity
5.	Product	Communication, Collaboration, Critical Thinking, Creativity.

IAIN PURWOKERTO

CHAPTER V

CLOSING

A. Conclusion

The implementation of 4C's in Islamic studies (PAI) learning at SMP N 1 Puwokerto has not been perfectly implemented. From three parts that had been analysed by the author starting from integrating 4C's in the lesson plan, implementing in the learning, and evaluating to the students, there are some parts that is not in accordance with the 4C's competencies. In the lesson plan, 4C's skills have been integrated in the core learning activities and assessment instrument, but it was still not completely appropriate. In the core activity section, from 4C's indicators that had been arranged there were two from four indicators that mismatch between 4C's and indicators, namely indicators of communication and creativity. In the assessment instrument, from five techniques of assessment, namely technique of oral, written, assignment, product and project, there are two techniques that have not been integrated with 4C's competencies, namely assessment technique of oral and written. Whereas the 4C's implementation in PAI learning had been done with the following activity details: (1) critical thinking skill has been done through activity such us : providing opportunity to ask questions and giving opinions, and the use of problem-based learning models, (2) communication skillhas been done through presentation activity and peer tutors, (3) creativity and innovation skills has been done through project and product-based learning models, and (4) collaboration skillhas been done through project-based learning models, products, and discussion activities. Integration of 4C's in the instrument of assessmenthas not been done in all of assessment technique, from five techniques of assessment, there are two techniques that not integrated with 4C's competencies, namely assessment technique of oral and written.

B. Suggestion

Based on the results of research conducted by researcher regarding the implementation of 4C's in the Islamic studies (PAI) learning at curriculum 2013 revision in SMP N 1 Purwokerto, there are some suggestions that researcher can submit to make a better change going forward, including:

1. For the headmaster of SMP N 1 Purwokerto
 - a. The support and role of the headmaster as leader and supervisor are very important factors, so that the implementation of 4C's in the Islamic studies (PAI) learning can run well and accordingly. This must continue to be done so that it will spur the teacher to be more creative and innovative in implementing learning.
 - b. It should be done to make a correction and assessment of the lesson plan that had been prepared by the teacher, because in the process of preparing this lesson plan, the quality of learning will be seen, followed by monitoring and evaluating when the teacher does learning in the class.
2. For the Islamic Studies (PAI) teacher
 - a. Make more variations in the designing learning model that can foster or improve students' 4C's skills
 - b. In the making indicators related to 4C's, it will be better to refer to operational verb of cognitive, starting from level analysis (C4) until level creating (C6).
 - c. In the assessment technique of oral and written that related to 4C's, we can make a question according to level cognitive of Bloom, starting from level analysis (C4) until level creating (C6).
 - d. Learning models such as project based learning, and problem based learning or another learning model that focus to student-centered such as inquiry based learning to be continued by formulating learning syntax that appropriate with the learning model. Because these learning models can improve the skill of 4C's for student.

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