

EMBEDDING 4C SKILLS (CRITICAL THINKING, COMMUNICATION, COLLABORATION AND CREATIVITY) IN WRITING LESSON PLAN IN CURRICULUM 2013 REVISED AT SMAN PADANG

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Abstract

This research is motivated by several obstacles experienced by teachers in writing. Especially in instilling 4C skills in the revised Curriculum 2013 lesson plan. This research is a descriptive qualitative research with content analysis which aims to analyze how to inculcate 4C skills in lesson plans in the revised 2013 curriculum. Sources of data from this research are documents in the form of lesson plans and learning videos of English teachers who become mentors and have participated in the MGMP which were obtained by researchers from the English teacher who became the mentor. The researcher conducted an analysis using document checklist instruments, and learning videos and then checked the indicators achieved from critical thinking, communication, collaboration, creativity. With the results of the most achieved indicators to the least achieved, the researcher will present the results of the analysis and draw conclusions. The results of this study indicate that instilling 4C Skills in Writing RPP in the Revised 2013 Curriculum at SMAN 3 Padang have been implemented well and see how many indicators are achieved. From the results obtained, it is concluded that the cultivation of 4C skills is very important because it can improve the quality of students, especially in facing the 21st century.

Keywords: *Embedding, 4c Skills, Lesson Plan, Curriculum 2013 Revised.*

Abstrak

Penelitian ini dilatar belakangi oleh beberapa hambatan yang di alami guru dalam menulis. Khususnya dalam menanamkan keterampilan 4C pada RPP Kurikulum 2013 revisi. Penelitian ini merupakan penelitian descriptive kualitative dengan analisis kontent yang bertujuan untuk menganalisis bagaimana penanaman keterampilan 4C dalam RPP pada

kurikulum 2013 revisi. Sumber data dari penelitian ini adalah dokumen yang berupa RPP dan video pembelajaran guru bahasa inggris yang menjadi mentor dan sudah mengikuti MGMP yang di dapatkan peneliti dari guru bahasa inggris yang menjadi mentor tersebut. Peneliti melakukan analisis dengan menggunakan instrument ceklis dokumen, dan video pembelajaran kemudian mencentang indikator yang tercapai dari berpikir kritis, komunikasi, bekerja sama, kreatifity. Dengan hasil indicator yang paling banyak dicapai sampai yang paling sedikit tercapai, peneliti akan memaparkan hasil analisis tersebut dan membuat kesimpulan. Hasil penelitian ini menunjukkan bahwa Penanaman Keterampilan 4C Dalam Menulis RPP pada Kurikulum 2013 Revisi di SMAN 3 Padang ini telah di implementasikan dengan baik dan melihat berapa banyak indikator yang tercapai. Dari hasil yang didapat disimpulkan bahwa penanaman keterampilan 4C sangatlah penting karena dapat meningkatkan kualitas siswa terutama dalam meghadapi abad ke 21.

Kata kunci: Penanaman, Keterampilan 4c, RPP, Kurikulum 2013 revisi.

1. INTRODUCTION

The Department of National Education has changed curriculum previously becomes curriculum 2013 with a new one, namely the curriculum 2013 revised. The curriculum 2013 revised is the result of an improvement from the Curriculum 2013 which was implemented in the 2016/2017 academic years. This improvement is carried out by the government to produce a generation that has three competencies namely, attitudes, skills and knowledge. This Curriculum is applied to answer critics and problems when the curriculum 2013 (kurtilas) implemented. Previously, in the curriculum 2013 old, there is a difficulty of learning and assessment in attitudes and there was a dissimilarities between KI-KD with syllabus and book. The 21st century skills in term with 4C skills namely critical thinking, communication, collaboration, and creativity. This 21st century learning is designed for the 21st generation to be able to keep up with new technological developments. Why the curriculum in Indonesia is always changing because it follows the developments of the times, especially the development of science and technology.

Therefore, critical thinking can train students to analyze and solve problems independently, for example completing practice questions, or solving problems independently. Students are also expected to have communication skills, so that students have the ability to convey ideas, opinions, and ideas both orally and in writing. Collaborative skills are expected to train students to respect other people opinions, tolerance, and work together in teams, such as in debate competitions. Creative skills are

expected to train student curiosity about new things, be able to utilize and use creative thinking strategies to create new things, such as making final assignments.

In the teacher's lesson plan at SMAN 3 Padang in the teaching and learning process there are 4 skills that must be applied, namely: The first step in the Personal Letter material is that students are shown a text related to a personal letter, then students are given questions related to the displayed letter. Next, students answer the questions given by the teacher. Then, students with teacher direction discuss answers to questions asked about letters and identify the social function of personal letter texts. Meanwhile, students are asked to sit in groups, then students are given examples of personal letters and arrange the letters into perfect letters. Next, students identify the structure of the personal letter text, then students are asked to read out the results of the identification about the structure of the personal letter text, then students are asked to respond to statements from other students and students are given explanations and reinforcements about personal letters, then students do exercises and discuss together teachers and students, students answer questions and discuss with the teacher. Furthermore, there are several steps that must be taken by the teacher so that the 4C can be embedded properly.

2. METHODS

The research design used in this research is Content Analysis and video. Because the researcher describes the embedding of 4C-based skills (Critical Thinking, Communication, Collaboration, and Creativity) In writing lesson plan In Curriculum 2013 Revised at SMAN 3 Padang. According to (Creswell, 2012) the data sources used in qualitative research are primary sources, this data is data obtained directly from the research site that has a direct relationship with the main research problem. In this research the researcher uses the teacher lesson plan and learning video. To answer the research question, the researcher needs document and video as the source of data. However, the researcher only chose one basic competence from class XII in semester 2 at SMAN 3 Padang, because only one English teacher is the mentor.

Research instrument is a tool or facility used by researchers in collecting data (Miftah, 2018). The instrument that will be used in this research is document checklists and analysis video. Document checklist is a valuable tool that can be used in collecting qualitative data to reach the actual research findings (Frels et al., 2011). Video analysis is a tool that can present information, explain processes, explain complex concepts, teach skill, shorten or extend time and influence attitudes (Frels et al., 2011). Analysis video is used to strengthen the analysis of the checklist document.

3. RESULTS AND DISCUSSION

As the results of this thesis, the researchers found the results of the study. This study entitled Embedding of 4C skills (Critical Thinking, Communication, Collaboration and Creativity) In Writing Lesson Plan In Curriculum 2013 Revised at SMAN 3 Padang. This study was conducted to see how the researcher uses the document checklist instrument and video analysis by using indicators of 4C skills by Kementrian Pendidikan dan Kebudayaan Republik Indonesia, indicators: Critical Thinking, Communication, Collaboration and Creativity. The findings are described as follows:

Table 3.1 the results of the checklist document analysis.

Indicator							
Critical Thinking		Creative		Communication		Collaboration	
1. Identify	√	1. Generate	-	Communicate	√	Work	√
2. Analyze	√	2. Develop	-	ideas and ideas		together in a	
3. Interpret		3. Implement	-	effectively		group in	
		creative ideas		using oral		solving	
4. Evaluate	√			written media		problems	
						that are	
5. Argument	√					found	
6. Claim the data							
Total	4		-		1		1
Result	75%						

After counting many ticked indicators, the researcher looked at the analysis using the percentage formula: $F/N \times 100\%$.

$$\text{Percentage: } \frac{\text{ticked indicator}}{\text{sum of all categories}} \times 100\%$$

F : Sum of ticked indicator

N : Sum of all categories

Then, it categorized into Hariz rating scale in (Sabu & Vernandes, 2019)

Table 3.2 Range of Qualities

Percentage	Qualities
80-100	Good to excellent
60-79	Average to good
50-59	Poor to Average
0-49	Poor

Based on the presentation table above, it can be concluded that the results of implemented 4C skills of teachers in writing lesson plans are 75% belonging to average to good, because there are 3 states that have been implemented, they are critical thinking, communication, and collaboration. While the researcher does not find creativity skills achieved in the learning process because there are no criteria for creativity in the teacher's lesson plans and learning videos. It is supported by (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2019) who explain that creativity skills aim to enable students to generate, develop, and implement their ideas creatively both independently and in groups. Such as the teacher asks students to produce a text discussion with a different and unique theme for each individual or groups. Then, students can develop ideas into text discussions based on themes that have been determined and made by students, and then students can implement their ideas into text discussions based on each theme.

On the other hand, the research conducted by (Suastini et al., 2020) entitled "Implementation of 4C-Based Learning by Japanese Language Teachers at SMA NEGERI 2 SEMARAPURA" the researcher found different result about the implementation of 4C in writing lesson plan and teaching and learning process. In suastini's et al., 2020 research

they found that the teacher implemented creativity in teaching and learning process and also writing lesson plan. The proof can be seen from the teacher activities in the classroom. The teacher asked the students to write business card, birthday card and make video about introduce yourself. There activities show that there students tried to explore themselves to create something by using their own ideas. Really with the theories proposed by (Simanjuntak et al., 2019), creativity means doing things differently from other people so that it has its own characteristics. There, the student activities proof that they have created something based on their ideas. However, in this research they also did not found critical thinking criteria.

Furthermore, after research also found that 4C is not implemented well by the teachers. (Setiawati, 2013) also conducted research about "Is There a 4C Skills Training on Skills in Teaching Science At junior High Schools? Case Study in The West Bandung District of Indonesia " the researcher found different results about the implementation of 4C in writing lesson plan and teaching and learning process. The proof can be seen from the teacher activities in the classroom. students are rarely asked to evaluate the truth of the information they obtain from various sources, students are rarely given the task to put forward predictions, students are rarely confronted with real-world problem solving activities that contain many constraints, students are rarely assigned to carry out decision-making activities. There, the student activities proof that they have not been able to develop their ideas well because the teacher rarely asks them to produce their creative ideas. However, in this research they have not properly implemented the critical thinking criteria.

In conclusion, of the 4C skills, the researcher found that only 3 skills were implemented by the teacher, namely critical thinking, communication, collaboration. And there is one skill that has not been implemented in the lesson plan and learning process, namely creativity skills. It can be concluded that the results of embedding 4c skills in writing lesson plan is in well good implementation because the teacher only implemented 3 criteria.

4. CONCLUSION

In the results of this study, the ability of English teachers in instilling 4c skills in writing RPP on average has been carried out good excellent with the percentage of RPP and video analysis results using 4c skills indicators. Most of the teachers have instilled 4c skills in writing lesson plans based on the indicators achieved in skill 4c, it appears that English teachers have instilled skills 4c in writing lesson plans based on the criteria for each skill,

but there is one skill that has not been implemented in the English teacher lesson plans, namely creativity skills.

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