

The 4Cs learning model in the English Tadris Study Program: How fourth-semester students view it

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ABSTRACT

This study focuses on the student's perceptions of the critical thinking, communication, collaboration, and creativity (4Cs) learning model. The aim of this study is to analyze how students perceive the 4Cs learning model. This study used a descriptive qualitative method to describe the students' perception of the 4Cs learning model. The respondents of this study are 58 fourth-semester students of English Tadris Study Program consisting of 15 males and 43 females. The data was collected by using questionnaires and interviews. The data was analyzed using the Likert Scale analysis and the interview was analyzed using data reduction, display data, and conclusion. The trustworthiness used triangulation and member check. The findings revealed that the students strongly agreed that the 4Cs learning model is the 21st-century learning model that helps students to enhance their English skills and prepare them for their future careers and also found that many challenges in the 4Cs learning model implementation such as students' motivation, student's confidence, and psychological factors; such as shame, low motivation, and less confidence; the limited access to technology and electricity. From this study, it is suggested to integrate and facilitate the 4Cs learning model in the student's learning process to enhance the student's skills: critical thinking, communication, collaboration, and creativity.

Keywords: 4Cs learning model; students' perception; teaching and learning

INTRODUCTION

The importance of English as a means of international communication is no longer a great barrier for students to reach their prospective careers for their life to apply for a job. All the life skills must be acquired by the students to prepare them well. One of the supporting keys to success in their future is by mastering English. They study English in educational institutions such as schools and universities. English is the international and second language in Indonesia, so educators in Indonesia must deliver and teach English to all Indonesian children through educational institutions. Thus, preparing students for their future is a must for all educators; teachers, and lecturers. It means that educators must prepare the students through their teaching and learning process. The teaching and learning process is consisting the learning model used. One of the learning models that provide students the 21st-century skill is the 4Cs. It contains critical thinking, communication, collaboration, and creativity.

Scholars have unveiled the effectiveness of the 4Cs learning model to improve English students' skills. The first study was reported by Wulandari (2021) that the students found to be able to enhance students English skills through the implementation of the learning model, educators must incorporate a more effective teaching and learning model. Further, she also revealed that One of the 21st-century learning models is the 4Cs learning model Another similar study was conducted by Arifin (2017) in which 4Cs learning models are critical thinking, collaboration, communication, and creativity. Moreover, he/she found that one/two components of the 4Cs were seemingly comprehended, examine, and resolve in any complex circumstance or problem using critical thinking. Critical thinking is the ability to improve problem-solving and reflection on thinking outcomes. Snyder, et. Al (2008) also revealed that students need to be trained to think critically in order to analyze, integrate, and

evaluate materials. This critical thinking incorporates investigative methods. This method encourages students to think critically. While collaborative discussions both inside and outside of the classroom, as stated by Kogut (1996), are employed in communication as a medium for transferring ideas to enhance students' critical thinking. The students employ the appropriate communication strategies to maintain effective interactions. It is capable of keeping the message synchronized between the sender's and the recipient's perceptions. Zubaidah (2018) confirmed suggested that to assist students' accomplishments and the acquisition of life skills, communication approaches need to be educated, developed, and improved Choleva et. al (2022) argued that collaboration is a fundamental skill for alumni or fresh graduates in collaborative learning to fulfill the most desired character in teamwork that companies look for in candidates). Students who collaborate must take ownership of their tasks and show consideration for other team members' perspectives. Zubaidah (2018) also stated that creativity is the student's ability to create something new and use their knowledge creatively is required of the students. To build this creativity, the lecturers push students to come up with original ideas and innovate. It is desired that the lecturers will produce relevant planning and organize creative and efficient learning for their students. This study intends to discover the fourth-semester students' perception of the 4Cs learning model. It seeks to describe students' perspectives to fulfill the evaluation of the 4Cs learning model as the 21st-century learning model.

METHOD

The aim of this research was to describe how students saw the 4Cs learning model, making it a descriptive qualitative. Qualitative research is done in the natural setting (Sugiyono, 2017). The goal of descriptive research is to describe what truly exists at the time of the study and to expose the current state of phenomena (Arikunto, 2013). Data were collected from 58 fourth-semester students; consisting of 15 males and 43 females; in Model Pembelajaran subject in the English Tadris Study Program at the Teacher Training and Education Faculty of The Institute of State Islamic of Pontianak Year 2022/2023. The 4Cs learning model is the sub-material of the 21st-century learning model material in Model Pembelajaran subject. The two instruments for data collecting are the questionnaire aimed to gather student perceptions using a Likert scale (Likert, 1932), and the interview designed to get student perceptions about the 4Cs learning model. The questionnaires and interview guide were developed from the variable of the 4Cs. Then, they were developed through indicators, statements, and interview guides. The data was analyzed using the Likert scale analysis (Joshi et al., 2015). The interview was analyzed using data reduction, display data, and conclusion. To get the trustworthiness, the researcher used data triangulation and member check (Miles, 2014)

RESULTS AND DISCUSSION

The 4Cs learning model questionnaires focused on the student's perception of the 4Cs learning model applied in the classroom. There are four items in this questionnaire. They are the students' perceptions of critical thinking, collaboration, communication, and creativity. The questionnaire is shown in Table 1.

Table 1. Questionnaire of Student's Perception of the 4Cs Learning Model

No	Statement
The 4Cs learning model (critical thinking, communication, collaboration, creativity)	
1	The 4Cs learning model is the 21 st -century learning model.
2	This learning model helps students to prepare their life skills for their future carrier in society life
3	This learning model helps students in building critical thinking skills in analyzing and solving any problems they face.
4	This learning model can stimulate the student's curiosity and elevate the student's motivation
5	This learning model enables students to effectively communicate their arguments.
6	This learning model can help students to give their comments, suggestion, and even critics.
7	This instructional model facilitates students' team/group work.

8	This learning model assists students in developing their leadership skills.
9	This instructional model assists students in creating and integrating technology.
10	This instructional model facilitates technological discovery and innovation among students.

To analyze the result of the questionnaire, the researcher used this pattern (Sudijono, 1996):
 $T \times P_n$

T = Total amount of respondents

P_n = Likert Scale

The Likert scale is shown in Table 2.

Table 2. The Likert Scale Interval (Clason & Dormody, 1994)

No	Scale	Percentage
1	Strongly Disagree	0%-19,99%
2	Disagree	20%-39,99%
3	Neutral	40%-59,99%
4	Agree	60%-79,99%
5	Strongly Agree	80%-100%

From this questionnaire given to the students through Google Forms, it can be concluded the result is shown in this Table 3.

Table 3. The Questionnaire Results in the Form of Percentages

No	Statement	Total Score and Percentage	Scale
1	The 4Cs learning model is one of the 21 st -century learning model.	239 and 82,41 %	Strongly Agree
2	This learning model helps students to prepare their life skills for their future carrier in society life	278 and 95,86 %	Strongly Agree
3	This learning model helps students in building critical thinking skills in analyzing and solving any problems they face.	251 and 86,55 %	Strongly Agree
4	This learning model can stimulate the student's curiosity and elevate the student's motivation	278 and 95,86 %	Strongly Agree
5	This learning model enables students to effectively communicate their arguments.	252 and 86,90 %	Strongly Agree
6	This learning model can help students to give their comments, suggestion, and even critics.	249 and 85,86 %	Strongly Agree
7	This instructional model facilitates students' team/group work.	263 and 90,69 %	Strongly Agree
8	This learning model assists students in developing their leadership skills.	276 and 95,17 %	Strongly Agree
9	This instructional model assists students in creating and integrating technology.	263 and 90,69 %	Strongly Agree
10	This instructional model facilitates technological discovery and innovation among students.	241 and 83,10 %	Strongly Agree

From Table 3, it can be concluded that the students strongly agreed that the 4Cs learning model is one of the 21st-century learning model and it helps students to prepare their life skills for their future carrier in society life. The 4Cs learning model builds and enhances; 1) critical thinking; this learning model helps students to build their critical thinking, students' curiosity, and elevate students' motivation; 2) communication; this learning model facilitates the students' to send their arguments and give their comments, suggestion, and critics; 3) collaboration; this learning model facilitates

group/teamwork among students and develops the students' leadership; and 4) creativity; this learning model assists and facilitates students in creating, integrating, discovering, and innovating the technology.

To describe more about this research, the researcher conducted the second instrument to analyze the students' perception of the 4Cs learning model. It is shown in Table 4.

Table 4. Interview List of Students' Perception of the 4Cs Learning Model

No	Statement
1	Does The 4Cs learning model is on of the 21 st -century learning model?
2	Does this learning model help students to prepare their life skills for their future carrier in society life?
3	Does this learning model help students in building critical thinking skills in analyzing and solving any problems they face?
4	Can this learning model stimulate the student's curiosity and elevate the student's motivation?
5	Does this learning model facilitate the students to send their arguments well?
6	Can this learning model help students to give their comments, suggestion, and even critics?
7	Does this learning model facilitate group/teamwork among students?
8	Does this learning model facilitates the development of student leadership?
9	Does this instructional model assist students in creating and integrating technology?
10	Does this learning model facilitate technological discovery and innovation among students?

From this interview list given to the students through Google Forms, it can be hown in this Table 5.

Table 5. The Interview Results in the Form of the Number of Respondents

No	Statement	Answer	
		Yes	No
1	Does The 4Cs learning model is the 21 st -century learning model?	91,38% or 53 students	8,62% or 5 students
2	Does this learning model help students to prepare their life skills for their future carrier in social life?	93,10% or 54 students	6,90 or 4 students
3	Does this learning model help students in building critical thinking skills in analyzing and solving any problems they face?	89,66% or 52 students	10,34% or 6 students
4	Can this learning model stimulate the student's curiosity and elevate the student's motivation?	87,93% or 51 students	12,07% or 7 students
5	Does this learning model facilitate the students to send their arguments well?	86,66% or 52 students	10,34% or 6 students
6	Can this learning model help students to give their comments, suggestion, and even critics?	87,93% or 51 students	12,07% or 7 students
7	Does this learning model facilitate group/teamwork among students?	93,10% or 54 students	6,90% or 4 students
8	Does this learning model facilitates the development of student leadership?	91,38% or 53 students	8,62% or 5 students
9	Does this instructional model assist students in creating and integrating technology?	91,38% or 53 students	8,62% or 5 students
10	Does this learning model facilitate technological discovery and innovation among students?	86,21% or 50 students	13,79% or 8 students

From the result of the interview done through Google Forms, the students said that the 4Cs learning model; 1) one of the 21st-century learning models and it helps students to prepare their life skills for their future carrier in society life, builds, and enhances their critical thinking, communication, collaboration, and creativity; 2) it helps students to build their critical thinking, students' curiosity, and elevate students' motivation; 3) facilitates the students to send their arguments and give their

comments, suggestion, and critics; 4) it facilitates group/teamwork among students and develops the students' leadership; and 5) it assists and facilitates students in creating, integrating, discovering, and innovating the technology.

The 4Cs learning model: Critical thinking, collaboration, communication, and creativity

Applying the 4Cs in teaching and learning can help students to prepare their life skills for their future carrier in social life. It is supported by Ratminingsih et al (2021) that the students can get better employment or job desired for their future. This learning model helps students in building critical thinking skills in analyzing and solving any problems they face as Kurniawan et al (2021) stated that it is important for students in analyzing and arguing. This learning model can stimulate the student's curiosity and elevate the student's motivation. In line with Purwasi, et al (2021) stated that one of the keys to success in learning is motivation This learning model facilitates the students to send their arguments well. It is also supported by Ruminar & Gayatri (2019). They argued that communicating some issues in the form of giving arguments is needed. This learning model can help students to give their comments, suggestion, and even critics. As Astuti et al (2019) confirmed that the students can help the other students to evaluate themselves by receiving comments, suggestions, and even critics. This learning model facilitates group/teamwork among students. As Kesuma et al (2021) stated that working in a team or group is the way to collect all ideas and reach the goals. This learning model helps facilitates the development of student leadership. Bedir (2019) stated that as pre-service teachers, students build this leadership to manage their future classes. This instructional model assists students in creating and integrating technology. As Susetyarini et al (2022) stated that technology is applied in any sector of life. This learning model facilitates technological discovery and innovation among students. As Muchson (2023) found that nowadays, the digital era makes many smart technologies.

From the result and discussion above, we can conclude that the research presented above is related to the finding. The finding showed that the student's perception of the 4Cs learning model is one of the 21st-century learning models that help students to enhance their English skills and prepare them for their future careers and also develops the abilities required in the 21st-century era is the 4CS as one of the 21st-century learning model applied by teachers. The 4Cs learning model contains critical thinking, collaboration, communication, and creativity.

The questionnaire result showed that students agreed that the 4Cs learning model is the 21st-century learning model. As Wulandari (2021) confirmed that the 4Cs are critical thinking, collaboration, communication, and creativity. Students strongly agreed that this learning model helps students to prepare their life skills for their future carrier in social life. This has become an important issue that needs to be considered, studied, and developed by teachers in learning activities as an effort to face the challenges and demands of 21st-century learning. Thornhill-Miller et al (2023) stated that the 4Cs of future education; critical thinking, collaboration, communication, and creativity will prepare students for success throughout the education continuum. These skills will also contribute to their preparation as engaged citizens and as productive workers in an era of volatile economies with surging unemployment and under-employment, particularly among young adults, and a rapidly changing, globalized labor market. Students agreed that this learning model helps students in building critical thinking skills in analyzing and solving any problems they face. This learning model helps students in building critical thinking skills in analyzing and solving any problems they face. Kurniawan et al (2021) argued that the 4Cs learning model is important for the students in analyzing and arguing. Students strongly agreed that this learning model can stimulate the student's curiosity and elevate the student's motivation. This learning model can stimulate the student's curiosity and elevate the student's motivation. One of the keys to success in learning is motivation as Espinar Redondo & Ortego Martin (2015). Students agreed that this learning model facilitates the students to send their arguments well. Students strongly agreed that this learning model can help students to give their comments, suggestion, and even critics. It is important for the students in analyzing and arguing as Kurniawan, et al (2021). Students strongly agreed that this instructional model facilitates students' team/group work. As Kesuma et, al (2021) argued that working in a team or group is the way to collect all ideas and reach

the goals. Students strongly agreed that this learning model assists students in developing their leadership skills. As pre-service teachers, Bedir (2019) said that students build the leadership to manage their future classes. Students strongly agreed that this instructional model assists students in creating and integrating technology. As Susetyarini et al (2022) confirmed that technology is applied in any sector of life. Students agreed that this instructional model facilitates technological discovery and innovation among students. This learning model facilitates technological discovery and innovation among students. Nowadays, as Muchson (2023) stated that the digital era makes many smart technologies.

From the interview result done through Google Forms, the participants showed that students said that the 4Cs learning model is the 21st-century learning model while other students are not sure the 4Cs learning model is 21st-century learning model because most of them do not familiar with the 4Cs term but they knew that the abbreviation of the 4Cs is critical thinking, collaboration, communication, and creativity. Then, students said that this learning model helps students to prepare their life skills for their future carrier in social life while other students disagreed because sometimes English is difficult to be learned or the motivation of the students is low. Next, students said that this learning model helps students in building critical thinking skills in analyzing and solving any problems they face while other students have various reasons for building critical thinking. Students said that this learning model can stimulate the student's curiosity and elevate the student's motivation while other students disagreed because their motivation in learning English was still low motivation because they felt less confident to speak English. Students said that this learning model facilitates the students to send their arguments well, while other students disagreed because they have low motivation and are less confident to send their arguments to others. Students said that this learning model can help students to give their comments, suggestion, and even critics while other students said that they still have difficulty in sending their comments, suggestion, and critics because of psychological factors such as shame, unconfident, and low motivation. Students said that this learning model facilitates group/teamwork among students, while other students said that sometimes they can not work together because they felt unconfident in working together with other students. Students said that this learning model facilitates the development of student leadership, while other students said that they do not have many opportunities to develop their leadership. Students that this instructional model assists students in creating and integrating technology, while other students said that many schools in West Kalimantan do not have technologies, and even the students still have problems with electricity in their district. Students said that this learning model facilitates technological discovery and innovation among students, while other students said that they have difficulty in providing the technology for some rural areas in West Kalimantan. The result of the interview showed that the challenges in the 4Cs regarding the professional development of students present numerous challenges in the structuring of learning environments that develop communication, collaboration, creativity, and critical thinking skills, the 4Cs of 21st-century skills. As the study from Robberts & Van Ryneveld (2022), one of the solving problems is developing modules in the structuring of learning environments that develop communication, collaboration, creativity, and critical thinking skills, the 4Cs of 21st-century skills.

The findings revealed that the students strongly agreed that the 4Cs learning model is the 21st-century learning model that helps students to enhance their English skills and prepare them for their future careers and also found that many challenges in the 4Cs learning model implementation such as students' motivation, student's confidence, and psychological factors; such as shame, low motivation, and less confidence; the limited access to technology and electricity. From this study, it is suggested to integrate and facilitate the 4Cs learning model in the student's learning process to enhance the student's skills: critical thinking, communication, collaboration, and creativity.

CONCLUSION

From the result and discussion above, we can conclude that the 4Cs learning model helps students to enhance their English skills and prepare them for their future careers also it develops the abilities

required in the 21st-century era, including critical thinking, collaboration, communication, and creativity. These skills help students get ready for their future careers. From this study, it is suggested to integrate the 4Cs learning model in the students' learning process. The 4Cs learning model should be implemented in teaching and learning that is integrated into every other teaching and learning process in order to encourage the development of the 4Cs skills and maximize the learning experience of the students. Therefore, to facilitate the educational experience for students, lecturers must present student-centered activities.

Building the 4Cs entails developing a person's future character and career. The 4Cs learning model is better to employ in educators' teaching and learning processes by giving the students a learning experience utilizing this model, according to the students' perspectives discussed above. The 4Cs learning model teaches students how to develop their critical thinking skills, work in teams or groups, communicate effectively with others to share suggestions, comments, and criticism, and innovate new ideas in a simple or technologically based method. This 4Cs learning model can be used to create a variety of activities that will help students develop their 21st-century life skills while enhancing their learning. For further research, it is suggested to describe more detail about the students' perception of the 4Cs learning model and invite more participants as the respondents of the study. The challenges of the 4Cs are also found in this study. It is hoped that future research can examine more detail and measure the challenges of the 4Cs learning model applied to students' learning process.

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