

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



THESIS

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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**

TABLE OF CONTENTS

COVER PAGE	i
STATEMENT OF ORIGINAL	ii
APPROVAL	iii
OFFICIAL NOTE OF ADVISOR	iv
MOTTO	v
DEDICATION	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLE	xiii
CHAPTER I INTRODUCTION	
A. Background of The Research	1
B. Focus of The Research	5
C. Conceptual Definition	6
D. Problem Statement	9
E. Objective and Significance of The Research	9
F. Literature Review	10
G. Structure of The Research	12
CHAPTER II THEORETICAL FRAMEWORK	
A. The Implementation of Curriculum	14
B. 21 st Century Skills	16
1. Critical Thinking	17
a. The Definition of Critical Thinking Skill	17
b. Integrating Critical Thinking Skill into Learning Activity	19
2. Communication	22
a. The Definition of Communication Skill	22
b. Integrating Communication Skill into Learning Activity	23
3. Creativity and Innovation	25
a. The Definition of Creativity and Innovation	25

b. The Levels of Creativity	27
c. Integrating Creativity and Innovation Skill into Learning Activity	28
4. Collaboration	32
a. The Definition of Collaboration.....	32
b. Integrating Collaboration Skill into Learning Activity	33
C. Islamic Studies (PAI) Learning.....	36
1. The Definition of Islamic Studies (PAI) Learning	36
2. The Curriculum of Islamic Studies (PAI) Learning	37
a. The objective of Islamic Studies (PAI) Learning	37
b. Learning Method in the Islamic Studies Learning	40
c. Material	41
d. Evaluation	42
D. Curriculum 2013 Revision.....	43
1. Curriculum 2013	43
2. Curriculum 2013 Revision	45
3. Learning Model at Curriculum 2013 Revision.....	48
4. Lesson Plan (RPP) in The Curriculum 2013 Revision	54
5. Assessment of The Learning Result by The Teacher	57
a. Attitude Assessment	58
b. Knowledge Assessment.....	58
c. Skill Assessment	59

CHAPTER III RESEARCH METHOD

A. Type of Research.....	61
B. Time and Setting of The Research	61
C. Research subject.....	62
D. Research object	63
E. Research Data Collection	63
F. Technique of Data Analysis.....	64

CHAPTER IV DISCUSSION

A. The Implementation of 4C's

in The Islamic Studies (PAI) Learning.....	67
1. The Process of Arranging 4C's in The Lesson Plan (RPP)	67
2. The Implementation Process of 4C's in The Learning.....	72
3. Assessment Instruments for 4C's Skills	78
a. Oral Technique	79
b. Written Technique	81
c. Assignment Technique.....	85
d. Project Technique	86
e. Product Technique	87

CHAPTER V CLOSING

A. Conclusion	90
B. Suggestion.....	91

BIBLIOGRAPHY

APPENDICES



IAIN PURWOKERTO

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 needsof 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 description 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 2013 revision. It consists of three sub-discussions. 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 assessment in the 2013 curriculum revision.

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

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

Chapter V Closing, consists of the conclusion and suggestion and last are bibliography and appendices.

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 had 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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