

ISLAMIC RELIGIOUS EDUCATION TEACHER STRATEGIES IN IMPROVING 4C SKILLS (COMMUNICATION, COLLABORATION, CRITICAL THINKING, CREATIVITY) IN CLASS 6 STUDENTS AT SDN 2 NORTH KELAYU

Muhammad Rizi Fauzi¹

¹Student, Faculty of Tarbiyah and Teacher Training, Mataram State Islamic University, Indonesia

Corresponding Author Email: muhrif@gmail.com

ABSTRACTS	ARTICLE INFO
<p>This research aims to improve Islamic religious education teacher through 4C. This research is a type of qualitative research; there are two sources of data in this research, namely primary data and secondary data. For data collection using free guided interviews, observation and documentation methods. The results of this research are 1) In improving creative skills, teachers use problem based learning and project based learning models with interactive lecture methods, questions and answers and role playing (demonstrations). 2). Teacher's strategy in improving students' 4C skills in class 6 learning at SDN 2 North Kelayu can be said to be good, this is proven by the strategies implemented by the teacher, it can be seen that students have been able to follow the learning process well. Apart from that, students also become more active in the learning process, braver to express opinions, more creative in providing solutions and answers, and then can complete group assignments well. Through the application of various strategies, the results obtained are that students are able to convey their opinions well and politely, are able to exchange opinions with their friends, and are able to communicate the results of their discussions, are able to capture the material presented by the teacher, and are more creative in providing answers and solutions when The teacher reflects and asks questions and problems during the learning process. Apart from that, students are also able to improvise the roles they get when carrying out demonstrations.</p>	<p>Article History: <i>Received: December 3rd 2024</i> <i>Revised: December 16th 2024</i> <i>Published: December 2024</i></p> <p>Keywords: <i>IRE Teacher Strategy, 4C Skills</i></p>

INTRODUCTION

In the present era or what is usually called the 21st century, Indonesia is experiencing rapid scientific development; therefore the world of education has a big responsibility to face and answer these challenges. The efforts made by the world of education are by building the competency "Partnership 21st century Skills", namely a 21st century learning framework that requires students to be able to develop the competitive skills needed in the 21st century which then focuses on improving and developing 21st century skills, such as: critical thinking, problem solving, communication skills, information and communication technology literacy. Among several existing skills, the skills that 21st century students must have are the 4C skills,

namely: critical thinking, Communication, Collaboration and creativity. However, these four skills are not enough, so education in Indonesia is equipped with educational pillars in the learning process to strengthen students' faith, devotion and noble morals.

Teachers are required to develop learning that is in line with the needs of the 21st century in order to improve the 4C skills. These 4C skills are important skills to master while still at the elementary school level. The Ministry of Education and Culture formulated that the 21st century learning paradigm emphasizes students' ability to collect information from various sources, analyze problems, think critically, and work and communicate to solve problems. In this case, the teacher's task is not only to convey knowledge; also to support students in developing their knowledge through cooperative learning, communication, critical thinking, and creative thinking exercises.

The implementation of the 2013 curriculum and the independent curriculum which is currently still in the experimental stage in school learning explains that elementary school graduates must have 4C skills (Communication, Collaboration, Critical Thinking, Creativity). Learning in schools must also include these 4C skills as one of the learning objectives. Various approaches, models, methods, strategies and media must be used to support learning activities in order to improve students' 4C skills.

Through an initial interview with Mr. Zaki as a IRE teacher at SDN 2 North Kelayu, he revealed that: "The learning objectives in the 2013 curriculum and the Merdeka curriculum are not much different. To achieve the learning objectives, Mr. Zaki when teaching uses various learning strategies with the aim of improving students' 4C skills, but there are some students who are still lazy during class hours." In line with the results of the interview above, when the researcher made initial observations, the researcher saw that even though Mr. Zaki had implemented various learning strategies, there were several grade 6 students at SDN 2 North Kelayu who still did not pay attention to the teacher or were not focused during the learning process.

From the results of these interviews and initial observations, it is necessary to understand that improving 21st century skills in the form of 4C skills is very important even at elementary school level. Therefore, from the background of the problem above, researchers are interested in examining the strategies of Islamic religious education teachers in improving 4C skills in grade 6 students at SDN 2 North Kelayu.

RESEARCH METHODS

This research uses a qualitative research approach because this research attempts to describe and describe phenomena that occur according to actual conditions in the field in the form of sentences or descriptions. The research location is the place where research is conducted to collect data in accordance with the research concept. This research was conducted at the elementary school level, namely at SDN 2 North Kelayu, Selong District, East Lombok Regency, West Nusa Tenggara. Which is one of the leading schools in Selong District. One consideration in choosing a research problem is the availability of data sources. The data source referred to in research is the subject from which data can be obtained. There are two sources of data in this research, namely primary data and secondary data.

Data collection techniques in this research were carried out using several techniques, namely: Observation, Interview and Documentation. In general, the researcher carried out data analysis in this research in three stages, namely preparation, tabulation and application of data in accordance with the research approach. In its application, the researcher carried out this data analysis using inductive data analysis, which is a way of thinking that starts from specific things then moves on to general things or draws general conclusions. The researchers carried out data analysis steps by means of data condensation, data display and conclusion drawing

The data validity tests in qualitative research are: Extending observations, Increasing Perseverance, Triangulation and Using Reference Materials.

RESEARCH FINDINGS AND DISCUSSION

1. Communication Skills

According to Zubaidah, communication skills are the ability to communicate ideas, knowledge and new information to other people through writing, verbally, visually or numerically. This skill includes a person's ability to listen, gather information, convey ideas or suggestions in front of other people. Based on researchers' observations, students' communication skills can be seen when students carry out question and answer activities, discussions and presentations. Mr Zakiyuddin, S.Ag. in an interview said: "Students' communication skills are visible when students answer questions related to the material being studied, students are able to answer the questions I give logically, both orally and in writing. Apart from that, students' communication skills can also be seen when students exchange ideas with their discussion group, in which interaction between group friends is solid. So almost every student conveys their ideas in the discussion." Apart from what was said by Mr. Zakiyuddin S.Ag. According to researchers' observations, students' communication skills are also visible when students make presentations. In presentation activities, students are able to apply their ideas related to the material discussed, and are able to convey them verbally and in good and polite language.

Based on the results of the observations and interviews above, the researcher concluded that the communication skills of SDN 2 North Kelayu students were quite good. This is based on indicators of communication skills according to Zubaidah, namely students can listen, gather information, and convey ideas or ideas in front of other people.

2. Collaboration Skills

In improving the collaboration skills of Class 6 students at SDN 2 North Kelayu, the teacher uses a cooperative learning model where this learning model is implemented using the discussion method, students are divided into many groups to carry out discussion activities. By discussing, it will be seen how students work together to solve a problem and the extent to which students have mastered collaboration skills. Grade 6 students at SDN 2 North Kelayu are able to know their responsibilities in the group, although not all of them are, but many students are already aware of their roles. Awareness of helping each other has also begun to appear when students carry out discussion activities. Mr Zakiyuddin, S.Ag. in the interview also said: "The collaboration skills of grade 6 students at SDN 2 North Kelayu have begun to develop, this is based on student discussion activities. In this discussion activity, students have demonstrated their respective main tasks and functions, coupled with students exchanging ideas, accommodating and accepting each other's input, this is one manifestation that students have collaboration skills so that they become individuals who are not individuals and impose their will. Alone."

3. Collaboration Skills

In improving the collaboration skills of Class 6 students at SDN 2 North Kelayu, the teacher uses a cooperative learning model where this learning model is implemented using the discussion method, students are divided into many groups to carry out discussion activities. By discussing, it will be seen how students work together to solve a problem and the extent to which students have mastered collaboration skills. Grade 6 students at SDN 2 North Kelayu are able to know their responsibilities in the group, although not all of them are, but many students are already aware of their roles. Awareness of helping each other has also begun to appear when students carry out discussion activities. Mr Zakiyuddin, S.Ag. in the interview also said: "The collaboration skills of grade 6 students at SDN 2 North Kelayu

have begun to develop, this is based on student discussion activities. In this discussion activity, students have demonstrated their respective main tasks and functions, coupled with students exchanging ideas, accommodating and accepting each other's input, this is a manifestation that students have collaboration skills so that they become individuals who are not individuals and impose their will." As the interview the researcher conducted with Syakirun Aulia regarding tolerance said: "Tolerance is not only related to mutual respect between religious communities, but how we can act fairly and live side by side in harmony between religious communities, supporting each other and helping each other without mixing beliefs according to what is in the Al-Qur'an surah Al-Kafirun verses 5 and 6. In relation to this tolerance, Ubay Dillah added in an interview that he said: "Looking at the current phenomenon, many of us are accustomed to doing things that are not actually permitted in religion. We are taught to be tolerant, but tolerance also has its limits, namely as long as it does not violate the creed, but over time most people consider things that violate the creed to be something that Usually due to many influencing factors such as social media and others.

Based on the results of observations and interviews above, students' critical thinking skills are quite good, this is based on several indicators of critical thinking skills according to Ennis which include: Elementary clarification (providing a basic explanation), The basic for the decision (determining the basis for decision making), Inference (drawing conclusions), Advance clarification (providing further explanation), Strategies and tactics (strategy and tactics). Even though there are some indicators above that students have not been able to develop, students' critical thinking skills have begun to appear, especially considering that they are still at elementary school level.

4. Creative Skills

Creative skills according to Nurjannah et al. are a skill for producing new ideas. The creative skills of grade 6 students at SDN 2 North Kelayu have begun to appear, although these creative skills are not visible in all students, these creative skills are visible when students provide solutions to problems given by the teacher, because in providing solutions each student has a unique answer. and innovative rather than simply repeating previous answers submitted by friends or answers obtained from (original) textbooks. Mr Zakiyuddin, S.Ag. in the interview he also said: "Apart from being visible from question and answer activities, students' creative skills are also visible when solving a problem given through pictures and video shows, students are required not to use the same answers when they have observed the pictures and video shows, and students do this well, some "Students give different and logical answers regarding the pictures and video shows." The same thing was also conveyed by Sintia Dewi in an interview who said: "In providing answers and solutions to opinions or ideas, Mr. Zaki requires us to have our own solutions and answers related to the problems given in the form of pictures or videos shown, so that this makes us focus on studying in class, because we have to pay attention and have own opinion regarding what is in the pictures and video shows." Apart from that, students' creative skills can also be seen when students play roles, where when playing roles students are able to act out what the teacher assigns in accordance with their main duties and tasks, some students even improvise so that the demonstration process is not ambiguous or interesting to watch, thus when playing roles other groups can easily catch what the group is acting out, the improvisation process is a sign or proof that students' creative thinking skills can be seen and improved.

Based on the results of observations and interviews above, students' creative thinking skills are quite good. This is based on several indicators of creative thinking skills according to Treffinger, namely: 1) Fluency (Smoothness), 2) Flexibility, 3) Originality (Authenticity), 4) Elaboration (Detailing), 5) Metaphorical Thinking. Even though there are several indicators of creative skills that are not yet visible in students, students are able to respond

positively and have an open attitude towards new things, have freedom in thinking and conveying their thoughts and ideas, and are fluent in answering questions and can solve problems. From several of the students' abilities that were seen, the author concluded that the application of problem based learning strategies using several methods such as interactive lectures, questions and answers in the form of problems and demonstrations in the learning process could improve the creative skills of grade 6 students at SDN 2 North Kelayu quite well.

So the researcher concluded that the results of implementing the strategies used by IRE Class 6 teachers at SDN 2 North Kelayu, namely problem based learning, project based learning and cooperative learning models with various methods such as interactive lecture, discussion, question and answer and demonstration methods, were sufficient. Well, this is proven by the students' mastery of the 4C skills which is beginning to be seen, where students have been able to follow the learning process well. Apart from that, students also become more active in the learning process, braver to express opinions, more creative in giving answers and can complete group assignments well. Through the application of various strategies, the results obtained are that students are able to convey their opinions well and politely, are able to exchange opinions with their friends, and are able to communicate the results of their discussions, are able to capture the material presented by the teacher, are able to play and improvise roles according to their main tasks during demonstrations. material, more creative in providing solutions and answers when the teacher reflects or asks questions and poses problems during the learning process.

CONCLUSION

Based on the researcher's explanation above, it can be concluded regarding the strategies of Islamic religious education teachers in improving the 4C skills of grade 6 students at SDN 2 North Kelayu as 1) In improving the creative skills of IRE teachers using problem based learning and project based learning models with interactive lecture methods, question and answer and role playing (demonstrations), students are encouraged to read a lot and have arguments between their friends and the teacher. 2) Through the application of various strategies, the results obtained are that students are able to convey their opinions well and politely, are able to exchange opinions with their friends, and are able to communicate the results of their discussions, are able to capture the material presented by the teacher, and are more creative in providing answers and solutions when the teacher reflects and asks questions and problems during the learning process. Apart from that, students are also able to improvise the roles they get when carrying out demonstrations.

BIBLIOGRAPHY

- Achmad, Alif. 2019. *"Strategi Guru Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Kelas VIII di SMP Nadhlatul Ulama Sunan Giri Kepanjen Malang, Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam, Vol. X, No. 2.*
- Amalia, N. F. dan Pujiastuti, E. 2016. *"Kemampuan Berpikir Kritis Dan Rasa Ingin Tahu Melalui Model PBL", Jurusan Matematika FMIPA Universitas Negeri Semarang, Seminar Nasional Matematika X.*
- Angga. 2022. *"Penerapan Prole mased Learning Terintegrasi STEAM Untuk Meningkatkan Kemampuan 4C Siswa", Jurnal Didaktika Pendidikan Dasar, Vol. 6, No. 1.*
- Anwar, Muhammad. 2018. *"Menjadi Guru Profesional", (Jakarta: Pramedia Groub)*
- Ariani, D. N. 2017. *"Strategi Peningkatan Kemampuan erkomunikasi Matematis Siswa SD/MI", Jurnal Muallimuna, Vol. 3, No. 1.*

- Arnyana, I. B. P. 2019. "Pemelajaran Untuk Meningkatkan Kompetensi 4C (Comuniation, Collaoration, CritiCal Thinking, and Creative Thinking) Untuk Menyongsong Era Aad 21, Prosiding: Konferensi Nasional Matematika dan IPA Universitas PGRI anyuwangi, Vol. 1, No. 1.
- Astutik, P. dan Hariyanti, N. 2021 "Peran Guru Dan Strategi Pemelajaran Dalam Penerapan Keterampilan Aad 21 Pada Pendidikan Dasar Dan Menengah", *Jurnal Inspirasi Manajemen Pendidikan*, Vol. 9, No. 3.
- Basuki, I. & Haryanto. 2014. "Asessement Pemelajaran". (Bandung: PT. Remaja Rosdakarya)
- Daryanto dan Karim, S. 2017. "Pemelajaran Aaad 21", (Yogyakarta: Gava Media)
- Fitriani, Jalmo dan Yolinda. 2019. "Penggunaan Prolem ased Learning untuk Meningkatkan Keterampilan Kolaorasi dan erpikir Tingkat Tinggi". *Jurnal Bioterdidik*, Vol. 7, No. 3.
- Griffin & Care. 2019. "Asessement and Teaching of 21st Century Skills: Methods and Approach". (Dodrecht: Springer Business Media)
- Guntur, M., Aliyyatunnisa A. dan Kartono. 2020. "Kemampuan Berpikir Kreatif, Kritis, dan Komunikasi Matematika Siswa dalam Academic-Contructive Controversy (AC)." *PRISMA, Prosiding Seminar Nasional Matematika*. Vol. 3.
- Hardini, I. dan Puspitasari, D. 2012. "Strategi Pembelajaran Terpadu", (Yogyakarta: Familia)
- Hasanah, dkk. 2021. "Model Pemelajaran STEAM untuk meningkatkan keterampilan aad 21".
- Hidayah, Salimi & Susiani. 2017 "Critical Thinking Skills: Konsep dan Indikator Penilaian", *Jurnal Taman Cendekia*, Vol. 1, No. 2.
- Margono. 2004. *Metodologi Penelitian Pendidikan* (Jakarta: PT. Rineka Cipta)
- Moleong, L. J. 2009. "Metode Penelitian Kualitatif", (Bandung: PT Remaja Rosdakarya)
- Monika, T. S., dkk. 2022. "Peran dan Prolematika Guru Mengemangkan Keterampilan 4C Aad 21 Masa Pandemi di Sekolah Dasar", *Jurnal Cakrawala Pendas*, Vol. 8, No. 3.
- Mustafa, S., dkk. 2020. "Metodologi Penelitian Kuantitatif, Kualitatif, dan Penelitian Tindakan Kelas Dalam Pendidikan Olahraga, (Malang: Fakultas Ilmu Keolahragaan Universitas Negeri Malang)
- Nasution. S. 2001. "Metode Research" (Jakarta; PT. Bumi Aksara)
- Nurjannah, W., Musadad A. A. dan Purwanta, H. 2022. "Pembelajaran Sejarah Jarak Jauh Berbasis IT Dalam Meningkatkan Keterampilan Abad 21 di Era Pandemic Covid-19 di Sekolah Menengah Atas, (Klaten: Lakeisha)
- Okvita, Dwi Ningrum Caswita. 2016. "Kemampuan komunikasi matematis dengan pembelajaran berbasis inquiri", Prosiding, ISBN: 978 – 602 – 1150 – 19 – 1.
- Partono, dkk. 2021. "Strategi Meningkatkan Kompetensi 4C Communication, Collaboration, Critical Thinking, Creativity)". *Jurnal Penelitian Ilmu Pendidikan*, Vol. 14, No. 1.
- Pingge, H. D. 2020. "Mengejar dan elajar Menjadi Guru Sekolah Dasar", (Jateng: Lakeisha)
- Prihadi, E. 2018. "Pengembangan Keterampilan 4C Melalui Metode Poster Comment Pada Mata Pelajaran IRE dan udi Pekerti (Penelitian di SMA Negeri 26 andung)", *Jurnal Pendidikan Islam Raani*, Vol 2, No. 1.
- Putri dan Kurniawan. 2020. "Analisis PencaIREan Keterampilan Komunikasi Pada Proses Pemelajaran", *Jurnal Riset Pendidikan Dasar*, Vol. 3, No. 2.
- Rahmawati, K. 2021. "Strategi Dalam Membentuk Karakter Mandiri dan Tanggung Jawab Siswa Melalui Pembelajaran Jarak Jauh Di Masa Covid-19 Kelas 5 SDN 1 Sawo Ponorogo", (Skripsi: IAIN Ponorogo)
- Riak, S. dan Hananto. 2023. "Penerapan Model Pemelajaran Projrt ased Learning Dalam Meningkatkan Keterampilan Kolaorasi, Kemampuan Regulasi Diri, dan

- Keterampilan erpikir Kreatif Pada Pemelajaran iologi Topik Pemelahan Sel Pada Siswa SMA Kelas XII IPA*”, *AoEJ: Aademy of Education Journal*, Vol. 14, No. 2.
- Rukhayati, S. 2020. “*Strategi Guru IRE Dalam Memina Karakter Peserta Didik SMK Al-Falah Salatiga*”, (Salatiga: Lemaga Penelitian dan Pengadlan Kepada Masyarakat (LP2M) IAIN Salatiga).
- Safitri, dkk. 2022. “*Keterampilan Komunikasi Siswa Sekolah Dasar Dalam Pemelajaran IPA erasis Laoratorium Alam Tentang iopori*”, *Jurnal asiedu*, Vol. 6, No. 2.
- Septikasari, R. dan Farasandy, R. N. 2018. “*Keterampilan 4C Aad 21 Dalam Pemelajaran Pendidikan Dasar*”, *Jurnal Tariyah Al-Awlad*, Vol. VIII, No. 2.
- Sidiq, Umar dan Choiri, M. 2019 “*Metode Penelitian Kualitatif di idang Pendidikan*”, (Ponorogo: CV. Nata Karya)
- Simanjuntak, R. 2019. “*Membangun Keterampilan 4C Siswa dalam Menghadapi Revolusi Industri 4.0, Prosiding: Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan*, Vol. 3.
- Sormin, D. dan Rangkuti, F. R. 2018. “*Strategi Guru Dalam Membentuk Karakter Siswa MI Terpadu Mutiara Kota Padngsidimpuan*, Vol. 4, No. 2.
- Sudrajat. 2015. “*Strategi Pembelajaran*”, *Staterwide Agricultural Land Use Baseline*, Vol. 1 No. 2008.
- Sukiati. 2016. “*Metodologi Penelitian: Sebuah Pengantar*”, (Medan: CV. Munhaji).
- Sunbanu, Mawardi dan Wardani. 2019. “*Peningkatan Keterampilan Kolaborasi Siswa Menggunakan Model Pembelajaran Kooperatif Two Stay Two Stray di Sekolah Dasar*, *Jurnal Basicedu*, Vol. 3, No. 4.
- Suparlan. 2005. “*Menjadi Guru Efektif*”, (Yogyakarta: Hikayat Pulishing).
- Tohirin. 2012. “*Metode Penelitian Kuantitatif Dalam Pendidikan dan Bimbingan Konseling*, (Jakarta: Raja Grafindo Persada)
- Ulfatin, N. 2014. “*Metode Penelitian Kuantitatif di Bidaang Pendidikan: Teori dan Aplikasinya*”, (Malang: Bayumedia Publishing)
- Warsono. 2017. “*Guru: Antara Pendidik, Profesi dan Aktor Sosial*”, *The Journal of Society and Media*, Vol. 1, No. 1.
- Widodo & Wardani. 2020. “*Mengajarkan Keterampilan Aad 21 4C (Comuniation, Collaoration, Critical Thinking and Prolem Solving, Creativity and Innovation) di Sekolah Dasar*, *MODELING: Jurnal Program Studi PGMI*, Vol. 7, No. 2.
- Widodo, S. dan Kusuma, R. 2020. “*Mengajarkan Keterampilan Abad 21 4C (Comunication, Collaboration, Critical Thinking and Problem Solving, Creativity and Inovatin) di Sekolah Dasar*”, *Modeling*, Vol. 7, No. 2.
- Wilhalminah, dkk. 2017. “*Pengaruh Keterampilan Komunikasi Terhadap Perkemangan Moral Siswa Pada Mata Pelajaran, iotek*, Vol. 5, No. 2.
- Zubaidah, S. 2018. “*Mengenal 4C: Learning and Inovation Skills unntuk Menghadapi Era Revolusi Industri 4.0, 2nd Siene Education National onferene*. Vol. 13, No. 02.
- Zulaikha, S. 2022. “*Strategi Guru Kelas Dalam Mengembangkan Keterampil 4C (Critical Thinking, Communication, Collaboration and Creativity) Pada Siswa Kelas III MI Miftahul Huda Ngeroco Kediri*, (Skripsi: Institut Agama Islam Negeri (IAIN) Kediri).