



Analysis of 4C Skills in Lesson Plan of Elementary School During New Normal

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Abstract. The purpose of the research is analyzed the planning, implementation, and 4C skills of learning that occurred after COVID-19 at Islamic Elementary School Muhammadiyah Karangwuni (IESMK), Polokarto, Indonesia. This study used a qualitative approach of phenomena in the form of data that occurs in the field. The subject of the study were the principal and three upper-class teachers. This study used interviews and documentation for data collection. Data analysis in this study used the Miles and Huberman model, which consists of data reduction, data presentation, and concluding or verification. The results in this study were about (1) level of teacher knowledge of learning during the New Normal. (2) teacher methods in learning. (3) teacher constraints in carrying out learning. (4) solutions regarding post Covid-19 4C skills learning. The application of 4C skills in post Covid-19 changes learning by prioritizing social distancing to minimize the transmission of Covid-19 and seeing how optimally the application of 4C skills is in learning activities. This study implied that principals and teachers should increase their insight in the form of new ideas related to applying 4C skills, which should be adjusted to conditions in the field during the New Normal period. Adjustments in specific learning during the New Normal Covid-19 period.

Keywords: 4C Skills · New normal · Elementary school

1 Introduction

According to Law Number 20 of 2003, Republic of Indonesia, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. This statement shows that education must be built from an early age to create individuals who can compete for their best achievements. For the next generation of quality, it is necessary to have quality learning media. Teachers as educators also need to prepare materials before learning. The preparation is arranged in the Lesson Plan (RPP) as a reference in implementing knowledge stated that teacher readiness of 4C skills are needed to develop learning tools [1].

After the pandemic slows down, a new normal has formed, which is generally a new habit stated that the new normal is a new way of life or carrying out activities after the

Covid-19 pandemic [2]. A new normal in the education system affects teacher learning in applying 4C skills with new habits.

To build good quality students for the nation's next generation requires 4C skills, namely critical thinking, collaboration, creativity, and communication (1). Suggested that students need the 21st-century skills listed in the 4C (2) expressed the opinion that the 4C Skills are listed in 21st-century skills and become a learning challenge for the future.(3) stated that Bloom's HOTS (High Order Thinking Skill) Taxonomy theory includes analyzing (C4), evaluating (C5), and (C6) creating. Therefore, schools that apply 21st-century learning must be directed so that students can think critically by asking questions, make decisions, and working together to solve problems. This also underlies the authors to analyzed 4C skills after the Covid-19 pandemic at IESMK, who took the upper class. (4) stated that the upper classes are grades 4, 5 and 6 (5) stated that students need 4C skills to become reliable lessons and increasing the quality of its human resources.

1.1 Study Problem

New Normal created new habits in the learning system. This affects the learning implementation design that involves 4C skills. This study explored how much 4C skills are carried out during the new normal for learning activities. Teacher creativity plays a vital role in preparing lesson plans so that 4C skills can be achieved.

1.2 Previous Relevant Studies

Several studies related to learning 4C skills have done. First,(2) reported on the application of 21st-century skills learning, which includes creative thinking, critical thinking and problem solving, communication, and collaboration. Second,(6) reported that how to teach 21st-century skills can be done by teachers at all levels of education. The learning can be innovated by the teacher by paying attention to the suitability of the material, student needs, and student learning conditions. Third, (7) revealed student-centered problem-based learning. Fourth,(8) reported on the "Objects around Me" lesson plan's validity, practicality, and effectiveness on thematic learning based on 21st century learning skills and innovation for grade III elementary school students. Fifth, DG et al. (2021) argued about the role of technology in helping the implementation of new normal learning (9). Sixth, Sipayung et al. (2018) reported the effect of collaborative inquiry learning model in improving 4C skills (10). Seventh, Erdoğan. (2019) described the relationship between language teaching and its integration into the four language skills (11). Eighth, Yu & Mohammad (2019) suggested that 4C skills positively impact students and teachers, where students are trained to generate writing ideas through critical and creative thinking(12). Ninth, Naila et al. (2019) reported an increase in learning after using the 4C skills (13). Tenth Supena et al. (2021) said academic results were affected after using the 4C skills (14).

1.3 Study Vacancies and Goals

The difference between this study and previous studies is that this study analyzes how the implementation of 4C skills in lesson plans is carried out during the new normal.

Previous studies has not discussed the adjustment of 4C skills when there is a new habit or routine. This forms creativity and Innovative learning from classroom teachers to design lesson plans according to the conditions and situations when new patterns exist in their learning activities. Implementing this lesson plan is needed and can be used as the basis for completing the void from previous studies. Teachers must adjust the lesson plan with new habits during the new normal period. In this study, the authors aimed to identify the application of 4C skills and HOTS in lesson plans that are adapted to the new normal and reveal how the learning process takes place by applying HOTS and 4C skills. In addition, this study is essential to evaluate 4C skills in elementary school.

2 Method

2.1 Type and Design

This type of study was a descriptive qualitative study. Sugiyono in Siagian (2021) stated that a qualitative study is a study presented as a narrative text (15). The authors used this qualitative study to describe the results of the lesson plan analysis in terms of 4C skills and HOTS during the new normal Covid-19 period.

2.2 Data and Data Sources

The data from this study consisted of interviews and lesson plans documentation of fourth, fifth, and sixth grades. The lesson plans were taken randomly in one-day learning activities. The data sources of this study were the principal and teachers.

2.3 Data collection technique

2.3.1 Observation

Observations in this study used direct observation and participant observation. The authors directly observed the teacher's learning activities and saw the aspects of 4C skills contained in the lesson plan.

2.3.2 Interview

This study used a semi-structured interview. The interview items were as follows

2.3.2.1. Principal

2.3.2.2. Classroom teacher

2.4 Data Validity

The authors tested the validity of the data using source triangulation. Triangulation combines several data collection techniques obtained by comparing observations of interviews and lesson plan. Bachri (2010) argued that source triangulation uses data from different sources in its implementation (16). This triangulation collected data from other sources as a comprehensive picture of HOTS learning and 4C skills.

2.5 Data Analysis

Data analysis in this study used the Miles and Huberman (1994) interactive model (17). Monika et al. (2022), suggested that the interactive model as follows: data reduction, data display, and conclusion drawing or verification (18).

3 Result

3.1 Table of Operational Verbs

From the studies that have been carried out, the authors obtained data in the form of lesson plans used by teachers in learning. The lesson plans were analyzed to determine HOTS KKO (Operational Verbs). According to Desilva et al. (2020), the characteristics of HOTS are using at C4-C6 cognitive level (19). (12) stated that the 4C skills include communication, collaboration, critical thinking, and creativity (Table 1 and 2).

From the Table 3, 4 and 5, the data description as follow (Table 7 and 8).

3.1.1 Analysis (C4)

- 1) The active verb in the lesson plan of fourth grade is to identify.
- 2) Operational verbs contained in the lesson plan of third grade are grouped.

Table 1. Question Posed to The Principal

No	Questions
1	How is the implementation of HOTS and 4C learning during the new normal?
2	Has the principal provided training on HOTS and 4C learning?
3	How are the HOTS constraints and 4C skills in the new normal?
4	How do you overcome the obstacles of learning HOTS and 4C skills during the new normal?
5	What are the messages and suggestions regarding learning HOTS and 4C skills?

Table 2. Question Posed to Classroom Teacher

No	Questions
1	How is learning in the new normal?
2	How do you understand HOTS and 4C learning?
3	Did you explain HOTS learning and 4C skills?
4	Did the you carry out the group process and practice during the new normal period?
5	What are the obstacles to the learning process in the new normal?
6	What are the messages and suggestions regarding learning HOTS and 4C skills?

Table 3. HOTS in Lesson Plan of fourth grade

Operational Verbs	Activity	Category
Identify	Students can identify direct and indirect sentences in fiction texts.	C4-Analysis
Designing	Students can design direct sentences into indirect sentences	C6-Creation

Table 4. HOTS in Lesson Plan of fifth grade

Operational Verbs	Activity	Category
Group	Students classify materials in daily life based on their constituent components (single substances and mixtures)	C4-Analysis
Conclude	Summarizing the results of identifying information conveyed by exposure to advertisements from print or electronic media with correct oral, written, and visual assistance	C5-Evaluating

Table 5. HOTS in Lesson Plan of Sixth Grade

Operational Verbs	Activity	Category
Create	Make an explanatory text about the dream planet	C6-Creation

3.1.2 Evaluation (C5)

- 1) Operational verbs contained in the lesson plan of fifth grade are evaluated
- 2) The active verb in the lesson plan of fifth grade is to give an argument.

3.1.3 Creation (C6)

- 1) The active verb in the lesson plan of fourth grade is to design.
- 2) The active verb in the lesson plan of sixth grade is to create.

3.2 Table of 4C Skills

The data show that IESMK in the new normal Covid-19 period still use 4C skills to create learning that meets expectations and good quality. From the Tables 4, 5 and 6, it can be concluded that grades 4,5,6 were still adapting 4C skills even with the limitations of keeping a distance and wearing masks which are completed into three, namely: (1) 4C skills contained in fourth grade collaboration, communication, critical thinking, and creativity. (2) The 4C skills in fifth grade are collaboration, communication, critical thinking, and creativity. (3) 4C skills in sixth grade are collaboration, communication, critical thinking, and creativity.

Table 6. 4C Skills in Lesson Plan of Fourth grade

Activity	Category
The teacher makes small groups. Each group consists of two students	Communicative, Collaborative
Students can identify direct and indirect sentences in fiction texts.	Critical thinking
Students can change direct sentences into indirect sentences	Critical thinking, Creative

Table 7. 4C Skills in Lesson Plan of Fifth grade

Activiy	Category
The teacher asks one of the students to read the text aloud in front of the class. When reading, students are asked to pay attention to articulation, expression, and intonation. Other students listen.	Communicative, Collaborative
Students express opinions verbally with confidence.	Critical thinking, Creative, Communicative
The teacher invites students to make conclusions from each student's answers	Critical thinking, Creative, Communicative

4 Discussion

From the interviews data show the understanding of the principal and teachers at IESMK on the application of learning 4C skills in general. It says that 4C skills during the new normal not much different from the situation before the pandemic. These 4C skills are slightly updated in terms of teaching because schools do not want to take the risk of transmitting to their students. The authors ensure that 4C skills are slightly updated by keeping a distance and still wearing masks especially in a group activity. Groups make students interact with other students closely related to each lesson because it also requires interaction between teachers and students so that it can run as expected. This is also in line with the opinion of Fahri and Qusyairi (2019), who argued that in the learning process between teachers and students, there must be social interaction. In learning activities, it causes interactions that lead to communication that is unconsciously formed (20).

In dealing with the new normal situation as the principal, he always gives directions to the teachers who teach to maintain a conducive position that aligns with the teachers' opinions. Fahri and Qusyairi (2019) stated that teachers help create conducive conditions and provide motivation and guidance (20). In the new normal situation, it is essential to maintain students' enthusiasm in carrying out learning by providing inspiration that builds self-awareness and always being aware of Covid-19 virus. Interview data were also taken from grades 4,5,6 teachers. Learning during the new normal, the quality of learning must also bring a conducive atmosphere, maintain distance, and wear a mask when collaborative activities are carried out in groups. This group activity is still

Table 8. 4C Skills in Lesson Plan of Sixth grade

Activity	Category
After reading the characters, students ask questions about the characters.	Critical thinking, Creative
Each student will choose one question from their friend. If students find it difficult to answer, students can look for information from various sources.	Creative, Critical thinking, Collaboration, Communicative
Students discuss making a dream planet in the form of pictures and descriptions of planet earth that has risen from the coronavirus and is equipped with supporting objects (astronaut clothes, planes)	Collaborative, Critical thinking, Communicative, Creative
The results of the work are pasted on the classroom wall. Each group commented on the other group's results.	Communicative, Critical thinking
Students writing by paying attention to punctuation, familiar words, and effective sentences.	Critical thinking
Teacher and students discussing the rules of playing basketball	Communicative
Students compete by applying the rules. The teacher also arranges the game so that every student has the same opportunity.	Collaborative, Communicative

carried out during the new normal with the supervision and direction of the teacher by forming a round table and not too close. This is because groups also increase team creativity and interaction. This study is in line with the opinion of Chalkiadaki in Susanti and Arista. (2019) who argued that collaboration has a target in the form of oral and written communication so that it can improve teamwork well. In elementary school, it is often found that there will be groups divided in every lesson to increase cooperation in teams which can lead to active communication from each individual (21). The teacher also does not forget with teaching quality, which still pays attention to critical and communicative thinking aspects through reciprocal interactions between students and teachers. In terms of creative and critical thinking, students are also given directions to create their knowledge of what is happening right now. For example, learning in sixth grade with the theme of a dream planet by making texts explaining the state of the earth after the Covid-19 pandemic. Teacher creativity is the teacher's ability to create things. Something new can make students more active and creative (22). In preparing lesson plans, teachers often link the best hopes and steps by providing an understanding of knowledge to students so that the spread of the coronavirus can be minimized. This also makes students' enthusiasm not fade due to the Covid-19 pandemic. Parents also respond to learning. Face-to-face during the new normal is a challenge for teachers who

are obliged to provide the best learning in this new normal period by adapting new habits before doing face-to-face.

The method of each teacher in delivering learning during the new normal Covid-19 period was a bit constrained because student hours were reduced. The return time and a division of student entry shifts so that learning time was cut faster. This is in line with the opinion of Marcia & Nurhafizah (2022) stated that face-to-face learning is limited to being carried out during the new normal, which affects learning time (23). With class shifts, learning activities are reduced, so teachers make learning methods at home to maximize understanding of the material. Adawiyah et al. (2021) explained that it is called the flipped classroom learning method because students are given an explanation of the material studied independently at home (24).

Many teachers still use the lecture method, which makes the class atmosphere less attractive. The material presented by the teacher must be adjusted to the student's character to achieve the expected results. The teacher uses 4C skills in each lesson so that students feel comfortable and that fun learning can be formed.

5 Conclusion

It can be concluded that learning during the new normal Covid-19 has used 4C skills although there are still many obstacles in learning activities. From the discussion, KKO has used HOTS. The 4C skills have also been applied in every lesson seen, such as group activities by setting distance and wearing masks. Students are not concentrating, which can be seen from students starting to play alone. The teacher makes games so that they are not bored because the 4C skills are felt by the teacher make students tired and bored. Teachers still use many lecture learning methods that focus less on students.

From the discussion, they learned that the new regular influences the adjustment of 4C skills. Viewed from the aspect of collaboration skills, it minimizes group activities and increases discussion activities together. In critical and creative thinking, students were directed to see things around them. The teacher's communication skills made more interaction relationships that motivate students to have good habits, such as wearing masks. Judging from the aspect of collaboration skills, it affected group activities that are minimized and increase discussion activities. In critical and creative thinking, students were directed to see things around them. Teachers' communication skills made more interaction relationships that motivate students to have good habits, such as wearing a mask. Judging from the aspect of collaboration skills, it affected group activities that are minimized and increase discussion activities. In critical and creative thinking, students were directed to see things around them. Teachers' communication skills made more interaction relationships that motivate students to have good habits, such as wearing a mask.

This study has limitations in taking lesson plans only for upper grades because it is assessed by lower grade teachers who are still few who apply 4C. This study has two suggestions. First, the principal should provide more direction regarding 4C skills to classroom teachers and conduct special guidance on creativity in developing creative and fun lesson plans so as not to make students feel bored and lose their enthusiasm for learning. Sanjayanti et al. (2020) argued that creative skills are needed to solve a

problem and find the right solution related to the creativity of a teacher (5). Widodo & Wardani. (2020) explained that problem solving is related to other alternative solutions. In addition, critical thinking can be interpreted as the ability to reason, understand and make complex options, analyze, express, and solve problems (6). Second, teachers should develop lesson plans based on 4C skills, create diverse learning methods, and create exciting learning. Second, classroom teachers should use more fun learning models, not many lectures, so students are more active and make learning fun.

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