The Analysis of 4C-Based sLearning Implementation for Islamic Religious Education Students

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Abstract

Keywords:
21st Century; 4C-Based Learning; IRE Learning.

The purpose of this study is to identify issues surrounding the application of 4C-based learning. In addition, this study looks at how lecturers address issues that arise with their pupils. The method used in this study is qualitative descriptive. Purposive sampling procedures were used in the selection of the 20 students and 2 lecturers participated in this study. Data were gathered by open-ended surveys, interviews, and observations. Data analysis involves gathering, condensing, presenting, and deriving conclusions using interactive models. Researchers found that lecturers tried to engage 4C based learning during their class. The necessary abilities, which include the capacity for critical and creative thought as well as collaboration and communication, must be tailored to the trends of the twenty-first century. Students' abilities to argue critically with others and to articulate their thoughts rationally serve as examples of this. Besides, students are able to exhibit their capacity for productive work, recognize the diversity within the team, show adaptability and a readiness to consider other people's viewpoints, assume joint accountability for group projects, and recognize the significance of each team member's contribution to a diverse group. They consider some applications such as Canva, Mind Master, Kahoot, and QR Code for their creativity supports. As well as, writing papers assignment is able to build students' critical thinking skills. Students who possess critical thinking abilities may identify issues, come up with solutions, and gather and arrange data. Students'' ability to create topic papers and research papers serves as evidence of this.

Abstrak:

Kata Kunci:
Abad 21; Pembelajaran Berbasis 4C; Pembelajaran PAI.

Penelitian ini bertujuan untuk mengidentifikasi permasalahan seputar penerapan pembelajaran berbasis 4C. Selain itu, penelitian ini melihat bagaimana dosen menyikapi permasalahan yang muncul pada muridnya. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Prosedur purposive sampling digunakan dalam pemilihan 20 mahasiswa dan 2 dosen yang berpartisipasi dalam

Destriani*, Idi Warsah, Asri Karolina, Sutarto, Gerard Krzic.

penelitian ini. Data dikumpulkan melalui survei terbuka, wawancara, dan observasi. Analisis data melibatkan pengumpulan, pemadatan, penyajian, dan pengambilan kesimpulan menggunakan model interaktif. Peneliti menemukan bahwa dosen mencoba menerapkan pembelajaran berbasis 4C di kelasnya. Kemampuan yang diperlukan, termasuk kemampuan berpikir kritis dan kreatif serta kolaborasi dan komunikasi, harus disesuaikan dengan tren abad kedua puluh satu. Kemampuan siswa untuk berdebat secara kritis dengan orang lain dan mengartikulasikan pemikiran mereka secara rasional menjadi contohnya. Selain itu, siswa mampu menunjukkan kapasitas mereka untuk bekerja produktif, mengenali keragaman dalam tim, menunjukkan kemampuan beradaptasi dan kesiapan untuk mempertimbangkan sudut pandang orang lain, memikul tanggung jawab bersama untuk proyek kelompok, dan mengakui pentingnya kontribusi setiap anggota tim terhadap keberagaman. kelompok. Mereka mempertimbangkan beberapa aplikasi seperti Canva, Mind Master, Kahoot, dan QR Code untuk menunjang kreativitas mereka. Selain itu, tugas menulis makalah mampu membangun kemampuan berpikir kritis siswa. Siswa yang memiliki kemampuan berpikir kritis dapat mengidentifikasi masalah, mencari solusi, dan mengumpulkan serta menyusun data. Kemampuan siswa dalam membuat makalah topik dan makalah penelitian menjadi buktinya.

1. Introduction

People in this advanced period are expected to become proficient in high-tech tools not only for their jobs but also for their everyday needs, such as finding the right products for their needs. People must thus acquire certain skills to deal with this problem. Therefore, transformative education which mainly prepares and educates their minds and technology-based skills is needed.[1] Education plays a pivotal role inf forming people's habit, thinking, and skills.[2] As a result, educators must modify the curriculum, employ well-organized teaching strategies, and make appropriate use of technology. In other words, higher order thinking skills and technology must be used together in learning activities as well as communication skills.[3] This satisfies the requirements for 21st-century capabilities.

For the most part, university-based education requires its students to employ technology, communication skills, and higher-order thinking in their assignments. The term "4C-based learning" refers to this widely used approach. The majority of university students use conversation to tackle their learning assignments. They therefore need to be capable of critical thought as well as communication and teamwork skills. Additionally, students are occasionally asked to respond to multiple-choice questions and create visually striking PowerPoint presentations (PPT) using their creative ideas. If all of that is not owned by students, learning activities will be monotonous and will only be

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[1] Muhammad Miftah, "Multicultural Education in the Diversity of National Cultures," *Qudus International Journal of Islamic Studies* 4, no. 2 (2016): 1–19.

[2] jumatul - Hidayah And Ruly - Morganna, "Fulfilling The Needs Of Diverse Students: Teaching Strategies For Efl Inclusive Classrooms," *Suar Betang* 14, no. 2 (December 2019), https://doi.org/10.26499/surbet.v14i2.135.

[3] D A H Capah and T Herdi, "Penerapan Aplikasi Location Based Service Dalam Penangganan Gangguan Jaringan Berbasis Mobile," *Journal of Information Systems and Informatics*, 2021, https://journal-isi.org/index.php/isi/article/view/103.

centered on lecturers.[4] The current 4Cs—communicative, collaborative, creative, and critical—are crucial for achieving the desired learning outcomes in terms of knowledge, attitudes, and abilities. The joyful learning principle, which asserts that enjoyable learning will boost students' capacity for learning in a pleasant environment and contribute to their intelligence, happiness, competence, and success, also supports the 4Cs. Education should be done with efforts to increase faith and piety towards Allah SWT.[5]

Employers in the corporate world require personnel with strong critical thinking abilities to keep up with the quick changes in their industries, according to an AMA poll on critical thinking skills done in 2012. In December 2012, a survey of 768 managers and executives was carried out to determine how important critical thinking skills are for employers. According to the survey, critical thinking abilities will enable workers to precisely identify what has to be solved and how in the workplace. Therefore, the industry always conducts annual performance evaluations to measure workers' critical thinking skills during the recruitment process[6].

In the Journal of Analysis of Teaching Material Development for Islamic Education Teaching Methodology, Ali Fikri and his associates state the 6Cs indicate that there are still educational institutions that are ignorant of the 4C skills' significance and terminology. Through the creation of instructional materials, IAIN Curup's support and collaboration between students and lecturers aims to make graduates more competitive in the global marketplace. This is accomplished by interpretation, analysis, inference, and evaluation in terms of critical thinking abilities. Problem-based and project-based learning approaches encourage creative thinking. Assigning projects to students, utilizing research-based learning methods, presenting and debating project conclusions, and participating in social learning activities with diverse peers are all ways to foster collaboration. Cooperative learning approaches, conversations, reading articles, and active learning all help to enhance communication skills. The use of varied learning models is aimed at improving students' 4C skills and ultimately producing competitive graduates.[7]

There are several earlier studies that address the 4C learning topic. By creating an Islamic religious education curriculum that attempts to strengthen faith and piety toward God, Zakaria et al. performed research to establish how the Islamic religious education curriculum should be modified. Besides, they trained their students to have a noble moral culture which collaborated with the development of IT in the 21st century.[8] Fitri Oviyanti emphasized that curriculum content needs to be redesigned to address the issues posed by globalization in teacher education. Approximately 60% of scientific content should be theory and

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[4] A Aminah, "Upaya Meningkatkan Prestasi Belajar Pendidikan Agama Islam Dengan Menerapkan Model Pengajaran Kolaborasi Pada Siswa Kelas III Tahun Pelajaran 2016/2017," *JUPE: Jurnal Pendidikan Mandala*, 2020, https://ejournal.mandalanursa.org/index.php/JUPE/article/view/1344.

[5] Idi Warsah et al., "The Impact of Collaborative Learning on Learners' Critical Thinking Skills," *International Journal of Instruction* 14, no. 2 (2021): 443–60, https://doi.org/10.29333/iji.2021.14225a.

[6] Asosiasi Manajemen Amerika, "Survei Keterampilan Kritis," 2012, 7.

[7] Asri Karolina et al., "Analysis of Teaching Material Development for Islamic Education Teaching Methodology Based on 6C'S," *Ta'dib: Jurnal Pendidikan Islam* 27, no. 1 (2022): 28–40, http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/12559.

[8] Zakariyah Zakariyah, Muhamad Arif, and Nurotul Faidah, "Analisis Model Kurikulum Pendidikan Agama Islam Di Abad 21," *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam* 14, no. 1 (2022): 1–13, https://doi.org/10.47498/tadib.v14i1.964.

Destriani*, Idi Warsah, Asri Karolina, Sutarto, Gerard Krzic.

40% should be practical. Contextual, Constructivism, and Active Based Lecture Process and Research-Based Teacher Education.[9] Yenni Dwi Aprilita Sagala discovered that project-based learning can enhance each medium category student's communication and teamwork abilities. The relationship between collaboration and communication skills points in a positive direction, which means that the more collaboration skills improve, the better the ability of students' communication skills.[10] Researchers can learn a great deal from these studies on the value of incorporating 4C-based learning in teaching students how to navigate 21st-century living. Based on the findings of the study, more research is necessary to fully understand how to apply 21st-century learning within the context of higher education. Current studies will close this gap.

This study was carried out to investigate the greater detail on the Analysis of the Implementation of 4C-Based Learning for Islamic Religious Education teachers' perspective, based on the phenomena and gaps in the literature mentioned above. Therefore, the goal of the research is to identify the best learning designs for encouraging teamwork, developing students' communication skills, developing their creativity, and developing their critical thinking.

2. Methods

To perform this research, qualitative descriptive approaches were used. Purposive sampling strategies were used to choose 20 IRE students as study participants. The unique criteria that researchers develop as guidelines for participant recruitment are the foundation upon which this sampling technique operates. These requirements include being a fifth-semester student who has made significant academic progress, coming from the IAIN Curup IRE study program, having field research provisions, and being willing to participate as a participant. Additionally, as one of the involved stakeholders, the researchers questioned the head of the Islamic Religious Education Study Program. To collect data for this study, an open-ended questionnaire, observations, interviews, and documentation are used. Open-ended questions are a good fit for students at this advanced level. Participants can provide data whenever it is most convenient for them. The markers for 4C-based learning implementation—critical thinking, communication, cooperation, and creativity—were used by researchers to examine the data. The data was analyzed by the researchers using four specific steps. There are four steps in total, all of which were completed interactively, starting with data collection and ending with conclusion generation. These phases include gathering data, condensing it into groups according to themes that emerge, presenting the data (using tables, data snippets, interpretive reviews, and discussion reviews), and making conclusions to offer a thorough summary.

3. Results and Discussion

3.1 Learning Design for Facilitating Students' Communication Skills

The goal of Islamic Religious Education's communication skills-based curriculum is to help students become more proficient communicators. Teachers use a variety of techniques and exercises in this section to help students develop their communication abilities. The author looks over teaching materials like the

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[9] Fitri Oviyanti, "Tantangan Pengembangan Pendidikan Keguruan Di Era Global," *Nadwa: Jurnal Pendidikan Islam* 7, no. 2 (2016): 267–82, https://doi.org/10.21580/nw.2013.7.2.562.

[10] Yenni Dwi Aprilita Sagala et al., "Implementation of Project-Based Learning (PjBL) in Collaboration Skills and Communication Skills of Students," vol. 384, 2020, https://doi.org/10.2991/aisteel-19.2019.138.

syllabus to confirm the information. The lecturer's integration of communication formats into the lecture process is confirmed by the observations. Additionally, they gave students the opportunity to successfully explain, connect, describe, design, communicate, bring up, practice, and formulate during class.

Researchers discovered that the course learning outcomes, or CPMK (*Capaian Pembelajaran Matakuliah*), which was delivered by lecturer informant number two had a connection to communication skills. The next section of that skill set said that students could explain a variety of theories, concepts, and fundamental ideas as well as the scientific framework of management or Islamic educational practices. These elements include curriculum, instructional human resources, facilities and infrastructure, finance, administration, marketing, organization or institution, finance, archives, and public relations of Islamic educational institutions at different kinds and levels of education. In order to obtain in-depth information, the author re-analyzed the lecturer's syllabus in terms of the first step to improve students' communication skills. Those steps include[11] introduction, learning contract, divide group, giving the task of reading articles related to the course.[12]

The constructivism hypothesis put out by Jean Piaget and Lev Vygotsky is connected to the idea of learning contracts. Constructivism is a paradigm that stresses students' active participation in their education. Students are permitted to freely express their ideas and opinions throughout learning activities according to learning contracts. The division of groups[13] can be attributed to the theory of social learning proposed by Albert Bandura. This approach highlights that social interaction with others plays a role in learning as well as independent study. The assignment of reading articles assigned by lecturers may be connected to the problem-based learning paradigm put forth by Sue Ann Holmes and Howard Barrows. In this theory, learning is done by focusing on certain problems or tasks that must be solved by students. [14] Giving pupils the assignment of reading articles will put them in situations where they must find solutions to develop their communication abilities. After several methods applied by the lecturer, in this case the lecturer also applies the learning model in improving student communication skills[15]

During the lecture, lecturers mandated that aspiring educators showcase their problem-solving creations using the Mind Master software. The syllabus's method of instruction is an effort on the part of the teachers to assist students in becoming better communicators. According to the original syllabus, the ultimate objective is for students to gain a general understanding of the lecture material and IRE learning in junior high school.[16] Additionally, they wish to be able to

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[11] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

[12] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

[13] Jum Anidar, "Teori Belajar Menurut Aliran Kognitif Serta Implikasinya Dalam Pembelajaran," *Jurnal Al-Taujih: Bingkai Bimbingan Dan Konseling Islami* 3, no. 2 (2017): 9.

[14] Agus Mukhtar Rosyidi, "Model Dan Srategi Pembelajaran Diklat (Kajian Alternatif Yang Efektif)," *Andragogi Jurnal Diklat Teknis* 5, no. 1 (2017): 100–111, https://media.neliti.com/media/publications/275079-model-dan-strategi-pembelajaran-diklat-77b29938.pdf.

[15] Howard S Barrows And Robyn M. Tamblyn, Problem-Based Learning: An Approach To Medical Education, Springer Publishing Company, Vol. 35, 1981, 1–7, Https://Doi.Org/10.5014/Ajot.35.8.539b.

[16] Observation, Rps Lecturer, on January 5, 2023, at the Rambai Water House, at 13.12

construct TPACK-based IRE learning designs and fulfill the function of the lecturer as an educator, which aids in the development of students' communication skills, by being able to describe and teach the most recent theories of IRE learning. "Students are able to explain theories about the concepts, principles, and applications of various PAI learning models, especially those oriented to life skills," the lecturer's SLP as the first informant on Course Learning Outcomes (CPMK) from CPL II (PP) also states this.[17]

Slavin asserts that cooperative learning can promote positive social contact, boost student interest and participation in the classroom, and aid in successful problem solving. Students' academic performance, critical thinking abilities, and social skills can all be enhanced through cooperative learning. In addition, this method can also increase student motivation and participation in the learning process.[18] Through a variety of activities, including discussions, Q&A sessions, exercises, and more, active learning offers students the chance to actively participate in the learning process. Active learning, in the opinion of Bonwell and Eison, can enhance students' capacity for critical thought, creativity, and communication. Furthermore, this approach has the potential to boost students' motivation and engagement in the educational process. The information found in the aforementioned SLP and syllabus materials is all information that will be acquired through lecture-based communication. So that the author can conclude that from the beginning of lecture activities, lecturers have tried to improve communication skills in students seen in SLP[19].

Communication is one of the most decisive in the lecture process is to obtain a picture of communication that occurs.[20] In academic contexts, communication is regarded as the cornerstone of learning and as crucial to fostering a supportive learning environment. Efforts to improve students' communication skills include giving assignments such as reading articles, discussions, question and answer sessions, and using cooperative learning models.[21] Additionally, four primary purposes of communication exist, according to McCroskey: (1) relational, (2) regulatory, (3) informative, and (4) persuasive. Communication plays crucial relational and informational roles in the learning process. When lecturers give students explanations and instructional resources, they are fulfilling the informative role. While the relational function occurs when lecturers and students interact with each other, form social relationships, and strengthen communication between them[22].

WIB

[17] Observation, Rps Lecturer, on January 5, 2023, at the Rambai Water House, at 13.12 WIB

[18] Robert E. Slavin, "Comprehensive Cooperative Learning Models For Heterogeneous Classrooms," The Pointer 33, No. 2 (1989): 13, Https://Doi.Org/10.1080/05544246.1989.9945371.

[19] Okni Aisa Mutiara Sendi et al., "Pie Learning Model in Developing Student Humanist Attitudes at Smp Negeri 2 Rejang Lebong," Tarbiyatun: Islamic Education Study 6, No. 2 (2022): 56.

[20] Cristie McClendon, Robin Massey Neugebauer, and Amanda King, "Grit, Growth Mindset, and Deliberate Practice in Online Learning.," *Jurnal Penelitian Instruksional* 8 (2017): 8–17.

[21] Julia Elisvi et al., "Analisis Pemanfaatan Media Pembelajaran Online Di Smk It Rabbi Radhiyya Masa Pandemi Covid-19," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 5, no. 2 (2020): 16–42, https://doi.org/10.24235/tarbawi.v5i2.6721.

[22] Marzura Ibrahim And Hafizah Zainal, "Aliran Komunikasi Organisasi Dan Prestasi Tugas : Kajian Terhadap Pks Sektor Perkhidmatan Organizational Communication Flow And Task Performance : A Study From Small And Medium Enterprise (Smes) Services

The lecturer emphasized the importance of communication in the lecture process, stating that through communication, general and specific goals about the courses being taught can be effectively conveyed. That statement was informed by informant number two, the first lecturer who teaches courses in the fifth semester of the PAI study program. They said that at first, the communication consisted of laying out the SLP 1-semester lecture schedule and providing the lecture syllabus for the following semester. It was highlighted that the Syllabus and SLP delineate the expected level of communication to be attained and utilized throughout the lecture process.[23]

To facilitate successful communication, lecturers build rapport with students early on by outlining the major themes of the semester. The emphasis of the Tarbiyah Faculty Islamic Education Study Program is on effective communication within an Islamic context, as well as speaking, writing, and listening abilities. It is expected of students to be able to communicate responsibly, comprehend the messages of others, and articulate ideas. An essential component of the program's goals is good communication, which is intimately related to successful learning. Field results show satisfactory communication, managing time well for various activities and using clear and easy to understand language, adhering to scientific standards and Indonesian, emphasizing the importance of effective communication in the learning process[24]. To better meet learning objectives, lecturers must be able to communicate knowledge properly and give students the opportunity to engage in conversation.

This is consistent with what other lecturers, such as informant number one believe. He said that the capacity to achieve successful engagement and communication determines the quality of the lecture process. They demonstrate how attentiveness during lectures may be a sign of constructive communication. Apart from that, good interaction can be seen through responses to questions and student participation in providing answers and opinions regarding lecture content when asked.[25]

According to Adler and Rodman, communication is a process of conveying information, ideas, thoughts, feelings, or other messages from one individual to another through various types of media or available means[26]. According to the aforementioned assertion, the focus on students attending lectures and the volume of comments or opinions from students when asked are characteristics of effective communication. According to West and Turner, effective communication is the ability to use communication effectively to achieve a specific goal.[27] In the context of learning, effective communication between lecturers and students can

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Sector," International Journal Of Accounting, Finance And Business 7, No. 45 (2022): 123, Https://Doi.Org/10.55573/Ijafb.074508.

[23] "Interview Karliana Indrawari M.Pd. Lecturer of the Islamic Religious Education Study Program" (2023).

[24] Idi Warsah, "Forgiveness Viewed From Positive Psychology And Islam," Islamic Guidance And Counseling Journal 3, No. 2 (2020): 42, Https://Doi.Org/10.25217/Igcj.V3i2.878.

[25] "Interview with Dr. Muhammad Idris M. Pd, Head of the Islamic Religious Education Study Program" (2023).

[26] Roiz Zulhadi, Marwinda, And Masril, "Pengaruh Konseling Kelompok Teknik Asertif Dalam Meningkatkan Keterampilan Komunikasi Interpersonal Siswa Kelas X Di Sma 1 Dua Koto," Jurnal Pendidikan Dan Konseling 5, No. 1 (2023): 2387.

[27] Safriandi Safriandi Et Al., "Akomodasi Komunikasi Etnis Tionghoa Di Kota Banda Aceh," Jurnal Komunikasi Global 11, No. 2 (2022): 362, Https://Doi.Org/10.24815/Jkg.V11i2.29040.

create a learning process that is more interactive, collaborative, and can improve student understanding and learning experience[28].

Another effort to develop communication skills is optimizing the literacy sector[29]. According to informant number one, pupils with wide insights are better able to communicate, associate, and encode new information with previously learned material to maximize literacy. They convey conclusions from their reading, occasionally present it in class or document it as part of their daily grades.[30]

UNESCO is on board with this. There are several perspectives on the value of literacy among pupils. A UNESCO discussion states that literacy is seen as a fundamental human need since it can give people access to a variety of resources and information, as well as assist them in understanding and resolving problems. In the context of higher education, literacy is also considered important because students will be faced with various academic tasks that require good reading, writing, and critical thinking skills[31].

According to the findings of the first informant interview, lecturers, maximizing literacy can be an attempt to enhance students' communication abilities. Communication helps students to articulate their ideas and thoughts either orally, in writing or non-verbally in various contexts with the aim that listeners can receive messages accurately and effectively which can be done by conducting discussions, encouraging students to be active and participate in group work activities[32]. The professor served as the second informant in an additional interview that the author conducted to gather more detailed information. Cooperative learning is the teaching approach that helps pupils improve their communication abilities. Here are a few steps for building communication skills through cooperative learning. The concerned lecturer has taken the following actions. To improve communication skills, cooperative learning involves 6 steps as seen in Table 3.1

Table 3.1. Developing Communication Skills Stages in Cooperative Learning Model

Cooperative Learning Steps	Steps Description
Group formation	Lecturers should form small groups consisting of 3-5 students with diverse abilities to improve the development of communication skills together.

[28] S Rukhayati, Strategi Guru Pai Dalam Mebina Karakter Peserta Didik Smk Al Falah Salatiga (Books.Google.Com, 2019), 13, Https://Books.Google.Com/Books?Hl=En&Lr=&Id=6bn9dwaaqbaj&Oi=Fnd&Pg=Pr7&Dq=Mengambangkan+Kemampuan+Komunikasi+Dalam+Pai&Ots=E7sjx6-Lmu&Sig=3npaamoi1ndfbydsylxeoiq_Ez4.

[29] Rina Devianty and Yustika Sari, "Peran Keluarga Dalam Mengoptimalkan Literasi Anak Usia Dini," *Jurnal Raudhah* 10, no. 1 (2022): 5.

[30] "Interview Dr. Muhammad Idris M. Pd, Head of the Islamic Religious Education Study Program."

[31] Eny Astuti, "School Literacy Movement to Foster Children's Ethical Values," Journal of Ilmia Education, History, and Humanities 6, No. 2 (2022): 19, Https://Widyasari-Press.Com/Wp-Content/Uploads/2022/03/3.-Eny-Astuti-Gerakan-Literasi-Sekolah-Untuk-Menumbuhkan-Nilai-Budi-Pekerti-Anak-1.Pdf.

[32] B Priyono and S Ubaidila, "Implementasi Strategi Pembelajaran Cooperative Learning Dalam Kurikulum 2013 Mata Pelajaran Pai Kelas X Semester Genap Di SMK Al Huda Kediri," *Intelektual: Jurnal Pendidikan Dan* 2018, http://www.ejournal.iai-tribakti.ac.id/index.php/intelektual/article/view/693.

Role assignment	Each group member should have a different role, such as leader, note taker, and team member. The lecturer assigns tasks related to communication (for example presentations, discussions, or reports) for the group to complete collaboratively.
Discussion and collaboration:	Group members must discuss and collaborate to complete assigned tasks, developing communication skills such as listening, speaking, and providing feedback.
Evaluation:	After the task is completed, group members evaluate the results, discussing advantages and disadvantages to improve reflection and evaluation skills.
Feedback:	After group evaluation, students provide feedback to enhance their skills in giving and receiving feedback, crucial for communication skills.
Troubleshooting:	When a group encounters a challenge, members collaboratively find solutions, enhancing problem-solving and cooperation skills.

The author draws the conclusion that adhering to cooperative learning procedures improves students' communication and social abilities, which are critical for their future, based on interviews with informants number one and number two. Establishing a secure and welcoming atmosphere is crucial to guaranteeing equitable chances and involvement for every student. This positive setting fosters collaborative development of communication skills, where students support each other, improving empathy and other social skills.[33] The author watched the lecturer in action to gain a thorough understanding of the teaching methodology, and saw that the lecturer kept to the specified class timings. The lecturer began by giving an overview, opener, or impression before utilizing understandable and quantifiable Indonesian language to communicate the topic and objectives. To enhance communication efficiency, the lecturer employed PowerPoint, focusing on key material points to optimize the delivery of lecture content.*[34]*

Figure 1. Communication Skills Development Activities of IRE Students

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[33] Zeni Murtafiati Mizani, "Inclusive-Pluralistic Islamic Religious Education Model As an Alternative To Investing the Values of Religious Moderation," *Muslim Heritage* 7, no. 2 (2022): 487–504, https://doi.org/10.21154/muslimheritage.v7i2.5018.
[34] "Observations, in the ERI 5A Learning Classroom," n.d.

Destriani*, Idi Warsah, Asri Karolina, Sutarto, Gerard Krzic.

It can be concluded from the interview results—which are supported by documentation and observation—that there has been effective communication throughout the lecture process at the Faculty of Tarbiyah IAIN Curup's Islamic Religious Education Study Program. This is demonstrated by the students' use of quantifiable language and coherent sentences throughout the learning process, as well as the ability to meet learning objectives. Additionally, via the use of active learning and the cooperative learning approach, students demonstrated their mastery of ICT throughout the presentation. Students with strong communication skills are those who cannot only transmit and explain IRE material and learning but also develop into people who can listen to and take in feedback from peers and lecturers.

3.2 Learning Design to Boost Collaborative Activities

The lecturer's research focuses on improving cooperation abilities in learning design for the SLP in the PAI study program. To achieve success, pupils must display self-control, flexibility, stability, wisdom, and authority as well as adaptability, flexibility, and initiative. This is attainable through the application of theories related to collaboration skills, personality, and work ability, which encompass effective communication, negotiation, and problem-solving[35]. According to Wageman et al., effective collaboration necessitates positive interdependence, clear common goals, mutually reinforcing roles, defined frameworks, and effective communication.[36] Technical knowledge and abilities, interpersonal skills, and conceptual skills are all part of employability, according to Adams. Adaptability and flexibility are crucial in addressing workplace changes and challenges[37].

The facts obtained from the interview can be further increased in validity, so the researcher reviewed the administrative preparation of lecturers as informant number two, namely the semester lecture plan on the Learning Outcomes of the Study Program (CPPS) from CPL I (ST), *presenting themselves as stable, mature, wise and authoritative individuals as well as adaptability, flexibility, self-control, (self-direction), well and full of initiative in the place of duty.[38]* Based on CPPS from CPL I will be supported back to CPPS from CPL III (KU), a*ble to collaborate in teams, show creative abilities (creativity skills), innovative (innovation skills), critical thinking (critical thinking) and problem solving (problem solving skills) in scientific development and task implementation in the world of work.[39]* In order to achieve learning outcomes as stated in the SLP, lecturer, informant 2, ask to *carry out mini research to junior high schools and develop guidelines in conducting mini research.[40]*

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[35] Destriani, "Inovasi Pengembangan Kurikulum Pendidikan Agama Islam Di Smkn Negeri 1 Rejang Lebong," International Journal Of Educational Resources 2, No. 6 (2022): 3.

[36] Sutarto Sutarto And Dewi Purnama Sari, "Characteristics Of Professional Teacher: A Psychological Review Of The Personality Of Prophet Muhammad Saw," Psikis : Jurnal Psikologi Islami 6, No. 2 (2020): 12, Https://Doi.Org/10.19109/Psikis.V6i2.4014.

[37] May Lwin Et Al., Cara Mengembangkan Berbagai Kompenen Kecerdasan (Surabaya: Pt Indeks, 2008), 54.

[38] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

[39] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

[40] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

The use of learning models aims to develop student collaboration skills, as listed in the lecturer's SLP. He said that Research Based Learning, Presentation, Discussion, Project Based Learning, Problem based learning, Social Leaning were commonly used.[41] It is clear from the results of the review of the lecturer's SLP as informant number one and number two that the lecturer has made an effort to help students improve their collaboration abilities, as evidenced by the attached SLP. Based on the information gleaned from the documents, it can be said that the collaborative lecture concept has been implemented.

Learning activities, sought to improve students' collaboration skills by forming small groups consisting of several people with different abilities.[42] The intention is for each group member to support and encourage the others as they work together to complete tasks. In addition, teachers can also provide special sub-materials in learning activities designed to provide examples and practices in working effectively between students.[43] It will help students develop communication skills, respect differences, and understand the importance of working together to achieve common goals.[44] According to the interview results, PAI students have acquired collaborative skills such as problem-solving, communication, feedback-giving, and appreciation of diversity. Group projects that foster student collaboration can be used to gauge collaboration abilities. Therefore, it is expected that students have a good ability to collaborate in various situations, both inside and outside the classroom.[45]

According to Vygotsky, social interaction is very important in learning. Collaborative learning improves students' understanding of concepts, problem-solving skills, and the development of cognitive and social skills through interaction. Assigning group work is a strategy to improve collaboration skills by strengthening teamwork, problem solving, feedback exchange, and appreciation of differences. Lecturers can design group assignments that are aligned with learning objectives and students' abilities to foster collaboration skills.[46] Working together is one way to successfully accomplish teaching objectives. Interviews with lecturers were done to obtain information about its use in the lecture process, particularly with informant number two. Lecturers use a variety of ways to fulfill lecture objectives, depending on their qualifications, the aptitudes of their students, the complexity of the content, and the support capacity. Collaboration principles are crucial, fostering interaction and sharing among students, as seen

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[41] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

[42] Yen Chun Jim Wu, Chia I. Pan, and Chih Hung Yuan, "Attitudes towards the Use of Information and Communication Technology in Management Education," *Behaviour and Information Technology* 36, no. 3 (March 2017): 243–54, https://doi.org/10.1080/0144929X.2016.1212928.

[43] Abdul Rahman, Idi Warsah, and Ali Murfi, "Islamic Education System in Singapore: Current Issues and Challenges," *Jurnal Pendidikan Islam* 8, no. 2 (2020): 197–222, https://doi.org/10.14421/jpi.2019.82.197-222.

[44] St. Rodliyah, "Islamic Boarding School Education as a National Multicultural Education Role Model," *Tadris : Jurnal Pendidikan Islam* 17, no. 1 (2022).

[45] Yanto et al., "Kepekaan Antarbudaya Mahasiswa Manajemen Pendidikan sebagai Pemimpin Pendidikan Masa Depan di Indonesia."

[46] Yayu Tresna Suci, "Examining Vygotsky's Theory and Social Interdependence as The Theory of the Theory in the Implementation of Cooperative Learning in Primary Schools," *NATURALISTIC: Journal of Education Research and Learning Studies* 3, no. 1 (2018): 231–39.

Destriani*, Idi Warsah, Asri Karolina, Sutarto, Gerard Krzic.

in discussion groups where they exchange experiences, opinions, and ideas related to the discussed problems.[47]

From the information above, it can be seen that the lecturer has collaborated among the other lecturers and students to obtain in-depth information, the author again conducted an interview, obtained various collaborative activities in lectures, such as class discussions, writing articles together, research, and making books. In discussions, students are able to express themselves enthusiastically both through spoken language and body language, thereby prioritizing the principles of mutual honing and nurturing.[48]

Throughout the presentation, lecturers collaborate with students to help them interact with one another effectively. The author carried out more research on partnership implementation in the Islamic Religious Education Study Program to compile comprehensive information. They thought that all lecturers contribute favorably to collaborative teaching. Feedback is essential to good presentations, and the more closely a group collaborates, the greater the caliber of the lecture. Various teaching models are used, such as project-based learning, research-based learning, presentations, class discussions, and sometimes problem-based learning or small group discussions.[49] The syntax for project-based learning for the upcoming fifth meeting can be seen in Table 3.2.

Tabel 3.2 Syntax of Project Based Learning in Building Collaborative Activities

Stages in the Learning Process	Learning Syntax
Orientation	Lecturers convey and determine the mission of the project based on the problems identified
Formulating Problems	Lecturers allow students to formulate problems as the basis for learning objectives in projects.
Formulating hypotheses	Lecturers assess the results of developing ideas and project objectives according to the stated mission.
Form a study group	Lecturers organize student study groups, define project themes, and set schedules for implementation.
Collecting data	Students design works through reports and implementation videos based on discussed ideas.
Testing hypotheses	Students present theory-aligned results of applied projects through reports and PPT in class.
Formulate conclusions	Students formulate all conclusions in front of the class, through direct communication collaboration with PPT that have been formed

Collaboration in the lecture process can help clarify understanding of the material presented, thus enabling constructive *feedback* and enriching mutual understanding.[50] The interview results show that lecturers use the Project Based Learning (PBL) model to improve students' collaboration abilities. Experts, including Elizabeth G. Cohen of Stanford University, emphasize PBL's role in encouraging collaborative learning through group assignments, encouraging

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[47] "Interview with Karliana Indrawari M.Pd. Lecturer of the Islamic Religious Education Study Program."

[48] "Interview with Karliana Indrawari M.Pd. Lecturer of the Islamic Religious Education Study Program."

[49] "Interview with Dr. Muhammad Idris M. Pd, Head of the Islamic Religious Education Study Program."

[50] Asri Karolina, "Rekonstruksi Pendidikan Islam Berbasis Pembentukan Karakter : Dari Konsep Menuju Internalisasi Nilai-Nilai Al Qur'an," *Jurnal Penelitian* 11, no. 2 (2017): 237–66.

communication, and developing important collaboration skills.[51] Using project-based learning enhances students' ability to collaborate in group formation, data collection, and hypothesis testing. Active participation was confirmed by observations made during lectures, where students presented group papers, worked together, and took part in discussions. This approach fosters adaptability, self-control, flexibility, and social learning skills.[52]

It is possible to conclude that lecturers in the Islamic Education study program majoring in Tarbiyah IAIN Curup collaborated during the lecture process by carrying out research, presenting paper results, and conducting fieldwork in groups. These activities are indicated in the lecture preparation document, Syllabus, and SLP, which is attached. These activities are based on the results of interviews, documentation, and observations. Joint research and journal writing are indicated in the PAI 2019 form sheet. It is anticipated that by allowing kids to work together, they would improve their communication skills, respect one another's diversity, and realize how important it is to work as a team to accomplish common objectives. According to the interview findings, the collaborative abilities that PAI students have acquired include problem-solving, teamwork, communication, offering and accepting feedback and appreciating differences. Group projects that foster student collaboration can be used to gauge collaboration abilities.

3.3 Design to Train Students' Creativity

Precise and quantifiable learning objectives are crucial for pupils to comprehend the concepts of creative thinking. These objectives, such as the capacity to develop original solutions to issues in Islamic religious studies, can be stated in the lecturer's SLP, as indicated by Informant number two. Using the Mind Master application, students can precisely analyze and explain concepts, ideas, and problems. This helps them to understand the material better and learn IRE for junior high school level.[53] The SLP evaluation highlights the efforts made by lecturers to foster creative thinking abilities through the use of resources like Mind Master, Canva, Kahoot, and QR codes. The goal of this strategy is to give junior high school students the ability to produce media for PAI instruction, such as photographs and videos.

The SLP describes the learning approach as consisting of problem-based learning, project-based learning case studies, individual and group tasks, and group discussions. Every approach seeks to develop pupils' capacity for innovative thought and inventive problem-solving. For more information, the author went back and looked over the SLP CPMK portion of CPL II (PP) lecturer as informant number one, *students are able* to *explain* the *latest PAI learning theory to develop a TPACK-based PAI learning design.*[54] Problem-based learning and TPACK-based learning models make it easier to implement these strategies in the classroom. Creative thinking, as per Sternberg and Lubart, encompasses viewing problems from different perspectives, connecting unusual ideas, and designing innovative solutions, achievable through techniques like brainstorming

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[51] Elizabeth G. Cohen et al., "Complex Instruction: Equity in Cooperative Learning Classrooms," *Theory into Practice* 38, no. 2 (1999): 80–86, https://doi.org/10.1080/00405849909543836.

[52] "Observations, in the ERI 5A Learning Classroom."

[53] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

[54] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

and mind mapping in learning.[55] Meanwhile, The use of TPACK-based learning models and project-based learning can facilitate the development of critical and reflective thinking skills in learning.[56] Use Canva, QR codes, Mind Master, and Kahoot as tools that encourage creativity in the classroom. Students should be encouraged to explore new ideas and think creatively. Effective learning, characterized by challenging and engaging activities, is essential for developing creative skills, as emphasized by Csikszentmihalyi. [57]

As said by Amabile, the four primary components of creativity are 1). Domain skills: The capacity of a person to learn and comprehend information in a specific field. 2). Creative skills: The capacity to think creatively, imagine, and come up with novel solutions to issues. Skills about a person's drive and ambition to produce something novel or distinctive are known as intrinsic skills. 3). Extrinsic skills: Environmental factors that support individual creativity, such as support from coworkers, leisure, and resources[58].

By using the right learning models, lecturers can help students acquire the critical creative thinking abilities needed for the workplace and daily living. Creative thinking is promoted through the use of TPACK media technologies, such as MindMaster, Canva, QR codes, and Kahoot, in conjunction with problem- and project-based learning. This approach aligns with experts' theories advocating for the use of specific learning strategies to enhance creative thinking abilities[59].

According to the results of the interviews, lecturers help students foster their creativity by using tools like Canva, Mind Master, Kahoot, QR codes, and the Project Based Learning (PBL) paradigm. The importance of encouraging student creativity in the classroom through technology and PBL is emphasized in expert conversations. *First,* encouraging students' creativity is essential to their education since it fosters innovation, critical thinking, and problem-solving skills. Education expert Sir Ken Robinson says that creativity means coming up with new ideas and refining old ones. Nurturing students' creativity helps them acquire these abilities for learning and future success.[60] *Second,* because technology may boost efficacy, enjoyment, and engagement, it is crucial to employ it in education. Trucano's research shows that technology increases students'

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[55] Rahmat Aziz and Retno Mangestuti, "Pengaruh Kreatifitas Dalam Bekerja Terhadap Kebermaknaan Hidup," *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling* 4, no. 2 (2018): 151, https://doi.org/10.26858/jpkk.v4i2.4576.

[56] Helda Jolanda Pentury, "Pengembangan Kreativitas Guru Dalam Pembelajaran Kreatif Pembelajaran Bahasa Inggris," *Jurnal Ilmu Kependidikan* 4, no. 3 (2017): 265–72.

[57] Aditya Aryo Nur Kusumo, Dewi Rosiana, and Stephani Raihana Hamdan, "Metode Belajar Yang Dapat Meningkatkan Flow Mahasiswa Dalam Pembelajaran Daring," *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* 8, no. 1 (2022): 67, https://doi.org/10.32884/ideas.v8i1.573.

[58] Budi Sultika and Yanki Hartijasti, "Fakto Faktor Yang Memengaruhi Kreativitas Dan Orientasi Inovasi Di Tempat Bekerja," *Jurnal Riset Bisnis Dan Manajemen Tirtayasa* 1, no. 2 (2017): 180–99, http://jurnal.untirta.ac.id/index.php/JRBM.

[59] Destriani, "Innovation in Islamic Religious Education Curriculum Development at SMKN Negeri 1 Rejang Lebong," *International Journal of Educational Resources* 2, No. 6 (2022): 614–30.

[60] Deborah Trevallion And Leticia Cusanelli Nischang, "The Creativity Revolution And 21 St Century Learning," International Journal Of Innovation, Creativity And Change 15, No. 8 (2021): 1, Https://Www.Ijicc.Net/Images/Vol_15/Iss_8/15800_Trevallion_2021_E_R.Pdf%0awww.Ijicc.Net.

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motivation, engagement, and improves understanding of learning material.[61] *Third,* it is thought that the PBL learning approach helps students develop their critical thinking and creative thinking skills. Elizabeth G. Cohen, a Stanford University professor of educational psychology, asserts that PBL tasks, often involving complex problem-solving, promote the development of critical thinking and creativity.[62]

The author saw lecturers giving students—especially those in groups—the chance to deliver Canva-based content that included a QR code during class. The QR code includes a journal/video accessible through a QR scan application downloaded from the Play Store.[63] As seen in the accompanying SLP, efforts are being made to develop students' abilities and creativity in the Islamic Education program at the Tarbiyah Faculty, according to interviews, student replies, and observations. Lecturers help students use Canva, QR codes, Mind Master, Kahoot, and PowerPoint to create visually appealing goods. The form of students' creativity is performed in Figure 4.
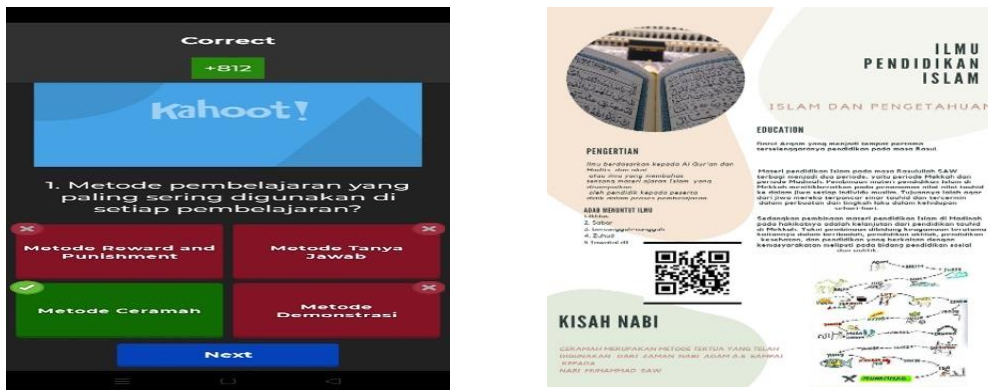

Figure 4. Students' Creativity Result during 4C-based learning

Based on interviews with Dr. Muhammad Idris, S.Pd.I, MA, and Karliana Indrawari, M.Pd.I, the following creative thinking skills were obtained:

1. Capable of precisely recognizing issues and looking into the variables that affect them: This claim indicates that the lecturer is capable of accurately identifying the issue and looking into the contributing variables. Paul and Elder claim that in addition to using critical thinking techniques for problem-solving and decision-making, creative thinking also entails the capacity to reflect and think critically about one's values and views as well as those of others. It requires the ability to analyze circumstances well enough to recognize the intricacy of the underlying causes.

2. Capable of assessing the data and arguments put forward and providing evidence to back up conclusions: It exhibits the capacity to evaluate

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[61] Poncojari Wahyono, H. Husamah, And Anton Setia Budi, "Guru Profesional Di Masa Pandemi Covid-19: Review Implementasi, Tantangan, Dan Solusi Pembelajaran Daring," Jurnal Pendidikan Profesi Guru 1, No. 1 (2020): 55, Http://Ejournal.Umm.Ac.Id/Index.Php/Jppg/Article/View/12462.

[62] Cohen Et Al., "Complex Instruction: Equity In Cooperative Learning Classrooms," 85.

[63] "Observations, in the ERI 5A Learning Classroom."

arguments and facts critically. The individual can evaluate the accuracy and dependability of the data offered and provide strong evidence to back up their findings. These abilities are necessary for generating well-informed ideas and making judgments.

3. Capable of forming and sustaining logical and consistent arguments: This emphasizes the capacity to formulate and present reasoned and cohesive arguments. It entails making sure that every point supports the main argument and arranging ideas logically. For arguments to be credible and convincing, reasoning must be consistent.

4. Capable of critically and thoughtfully considering one's own values and opinions in addition to those of others: It shows that one is capable of critically thinking about one's own values and views in addition to ideas from the outside world. Among them are reflective thinking techniques, which entail self-reflection and analysis of one's own opinions in addition to being receptive to comprehending and appreciating those of others.

5. Capable of using critical thinking abilities to solve problems and make decisions: This claim implies that critical thinking abilities should be actively used in real-world scenarios. It entails applying logical thinking, information analysis, and consideration of various viewpoints to arrive at well-considered problem solutions and efficient decision-making.

3.4 Design to Train Students' Critical Thinking

IRE students are required to apply rational, methodical, and creative thinking, critical thinking, and master ICT. It entails information analysis, argument evaluation, and logically drawing sound conclusions. The Islamic Religious Education program has specific, quantifiable learning goals for critical thinking that include improving students' capacity for information analysis, sound decision-making, critical problem-solving, and the creation of arguments supported by facts. According to the lecturer, SLP, CPPS of CPL III (KU) requires students to be able to collaborate in a team, show creative abilities (creativity skills), innovative (innovation skills), critical thinking (critical thinking) and problem solving (problem solving skills) in scientific development and task implementation in the world of work.[64]

After conducting a thorough analysis of CPMK from CPL III (KU) on SLP informant number one, the author discovered that students are able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and / or technology in accordance with their field of expertise.[65]

Learning outcomes are planned for a semester, according to the study of informants' SLP. It takes supportive techniques and role models, especially those who develop critical thinking abilities, to achieve these results. Group discussions, case studies, problem-solving, essay writing, presentations, questions and answers, problem-based learning models, research-based learning, and social learning are all appropriate teaching strategies for the Islamic Religious Education program.

Writing essay and presentations can help students to organize information and develop arguments that are both logical and rational. [66] Meanwhile, *Social*

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[64] Observation, Lecturer's Semester Learning Plan, January 5, 2023, at the Air Rambai House, at 13.12 PM.

[65] Observation, Lecturer's Semester Learning Plan, January 6, 2023, at the Air Rambai House, at 13.12 PM.

[66] Sutarto Sutarto, "Implementation Of Operant Conditioning Theory For Habituation Of

Learning can help students to develop critical thinking skills through social interaction and collaboration with classmates and lecturers.[67] In emphasizing the importance of critical thinking skills, an interview with lecturer (informant number two) revealed that educators play a crucial role in guiding students towards creative thinking, fostering the production of unique works.[68] According to the lecturer's presentation, which served as informant number one, learning models that promote critical thinking are used to help students in the PAI study program develop their skills. These models include problem-based learning, research-based learning, and group discussions. The author questioned the source once again to learn more: 2. about the initiatives taken to enhance students' critical thinking abilities. "Students investigate the quality of PAI instruction, scrutinize resources and techniques, and share their findings in class by asking and answering questions. As the lecturer, I provide criticism. Other applied models, such as Problem-based Learning, discussions, Q&A sessions, and reviewing junior high school PAI materials, aim to enhance student skills in steering learning activities.".[69]

PBL creators, Barrows and Tamblyn, state that the model's goal is to foster students' critical thinking skills through the solution of challenging, real-world issues. It also enables the integration of existing knowledge with current situations, giving learning greater meaning and real-life relevance.[70]

According to the interviews with informants, lecturers used a variety of techniques, such as material reviews, problem-based learning, research-based learning, Q&A sessions, and debates, to help students develop their critical thinking abilities. The author spoke with students to get more understanding and to delve further. Students work to enhance their analytical thinking abilities through a prescribed approach. We start by identifying issues or subjects that are connected to the lecture content. Second, by straightforward testing and observation, we acquire information based on experience. Third, we provide fixes for the issues at hand. Lastly, we analyze the likelihood of success and the developed remedies. The results are presented in a paper, using tools such as Canva, Mind Master, or PowerPoint, which are commonly used for such presentations.[71]

Information from the students demonstrates that the lecturer has put measures in place to encourage critical thinking. The authors spoke with students in follow-up interviews to get more information and to obtain new perspectives. " Critical thinking is encouraged in lectures through analysis through homework and Q&A. Lecturers give us problem names and ask us to write causes, corroborating theories, and comparative analyses of potential solutions. This procedure encourages critical thought. Findings are presented in papers, shared through group discussions in class.[72]

Students In Worship At Smpit Rabbi Radhiyya Curup," Islamic Education: Journal of Islamic Education 10, No. 01 (2021): 5, Https://Doi.Org/10.30868/Ei.V10i01.1060.

[67] Dewi Purnama Sari, "Implementing The Principles Of Educational Psychology To Create Effective Learning," Syaikhuna: Jurnal Pendidikan Dan Pranata Islam Stai Syichona Moh. Cholil Bangkalan 12, No. 2 (2016): 31.

[68] Interview with Karliana Indrawari M.Pd. Lecturer of the Islamic Religious Education Study Program.

[69] Interview with Dr. Muhammad Idris M. Pd, Head of the Islamic Religious Education Study Program.

[70] Barrows And Tamblyn, Problem-Based Learning: An Approach To Medical Education, 35:1.

[71] "Interview with Putri Adek Monika EIR 5a Class Student," (2023).

[72] Interview with Putri Adek Monika EIR 5a Class Student.

Destriani*, Idi Warsah, Asri Karolina, Sutarto, Gerard Krzic.

It is clear from the student presentations above that critical thinking and analysis take place during lectures. Observations in classrooms reveal that assignments are given across courses, requiring students to think critically and analyze to formulate appropriate solutions for the discussed problems.[73]

Based on observations made in the classroom and the outcomes of interviews with lecturers and students, it is determined that students have practiced critical thinking skills under the direction of lecturers by being given a variety of problems to solve through both the question-and-answer format and written results reports in the form of papers or journals.

The application of 4C-based learning in the Islamic Religious Education program is analyzed in the study's findings. This is based on records and interviews with lecturers of Islamic Religious Education courses at Dr. Muhammad Idris, M.Pd., who discusses the program's teaching methodologies, and M.Pd. Mrs. Karliana Indrawari, M.Pd., who discusses the course material in Islamic Religious Education in elementary schools. According to research, the lecturers of this course have worked hard to help students acquire 4C-based learning abilities by providing supporting materials for the application of 4C skills through a variety of instructional media and technologies, including Main Master, Canva, QR codes, and Kahoot. Additionally, they have employed a variety of lesson-plan-based learning methods, such as problem-based learning, project-based learning, cooperative learning, active learning, and research-based learning. This explanation explains why the 4C indicators—Critical Thinking, Creative Thinking, Collaboration, and Communication—are the main emphasis of skill development.

4. Conclusion

Some activities can be designed to train 4-C skill for IRE students. Reading articles, reviewing readings, holding discussion sessions, posing questions, utilizing mind maps, and implementing cooperative learning models and active learning are all effective ways to help students improve their communication skills. Students' capacity to both communicate and listen effectively and exactly characterizes the outcome. Research-based learning methods, project-based learning, group discussions, and presentations are used to help students become more adept at working together. Students who are proficient in listening to others, communicating effectively, and working as a team demonstrate these outcomes. IRE students are asked to use Canva and QR codes to produce educational materials, Mind Master to engage presentations, and Kahoot to generate quizzes as a way to enhance their creative thinking abilities. Problem-based learning and project-based learning strategies are used by lecturers. Effective material study utilizing problem-based learning methods, research-based learning, and social learning can help students to develop their critical thinking abilities. Students' capacity to write papers, do research, and publish findings is a sign of their success.

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[73] Observations, in the ERI 5A Learning Classroom.

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