

THE IMPLEMENTATION OF 4C LEARNING (CRITICAL THINKING, CREATIVITY, COLLABORATION, AND COMMUNICATION) IN ISLAMIC RELIGIOUS EDUCATION FOR FIFTH-GRADE STUDENTS AT SDN 05 SINTANG

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Abstract

The 21st-century learning paradigm emphasizes the development of four essential competencies known as the 4C skills: Critical Thinking, Creativity, Collaboration, and Communication. These competencies are considered fundamental for preparing students to face increasingly complex educational and social challenges. This study aims to analyze the influence of implementing the 4C learning approach in Islamic Religious Education (PAI) for fifth-grade students at SDN 05 Sintang, with particular attention to changes in the learning process. This research employed a qualitative approach using classroom observations, interviews with teachers and students, and documentation as data collection techniques. The collected data were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that the implementation of the 4C approach positively transformed the learning process. Students became more active in discussions, demonstrated improved critical thinking when analyzing Islamic values, expressed creative ideas through group projects, collaborated effectively in solving problems, and communicated their opinions with greater confidence. The study concludes that integrating the 4C learning model into Islamic Religious Education contributes significantly to creating a more interactive, student-centered, and meaningful learning environment.

Keywords: 4C Learning, Critical Thinking, Creativity, Collaboration, Communication, Islamic Religious Education, Qualitative Research.

Introduction

Education in the twenty-first century requires learning approaches that not only emphasize cognitive achievement but also develop students' higher-order thinking skills, creativity, collaboration, and communication. These competencies are widely recognized as essential learning outcomes because they prepare students to respond to complex social, technological, and global challenges (OECD, 2019; UNESCO, 2021). Consequently, educational institutions are expected to transform conventional teacher-centered instruction into student-centered learning environments that encourage active participation, inquiry, problem-solving, and collaborative learning.

One of the most widely recognized frameworks supporting twenty-first-century education is the 4C learning framework, which consists of Critical Thinking, Creativity, Collaboration, and Communication. Critical thinking enables learners to evaluate information objectively, analyze problems, and make reasoned decisions. Creativity encourages students to generate innovative ideas and alternative solutions.