

How English Teachers' Lesson Plans Incorporate Learning and Innovation Skills

Ellis Tamela¹, Tara Mustikaning Palupi², Hanip Pujiati³

English Education, Faculty of Teacher Training and Educational Sciences, Universitas Islam Asyafiiyah¹, English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta^{2,3}

E-mail: ellis.fkip@uia.ac.id¹, taramustikaning@unj.ac.id², hanifpujiati@yahoo.com³

Abstract

English instruction in Indonesia now includes learning and innovation skills, also known as the 4Cs: communication, cooperation, critical thinking, and creativity. The purpose of this study is to determine how much eighth-grade English teachers use 4Cs skills in their lesson plans. This content analysis uses information from 10 eighth-grade lesson plans from various schools in Jakarta and Bekasi. The learning objectives, learning materials, methods, and assessment were the main topics of the lesson plan components. Even though there were dominating indicators from each skill—communication skill indicators were the most common and creative indicators were the least—nine lesson plans were identified to incorporate 4C. Furthermore, learning objectives were only found in the communication, collaboration, and critical thinking skills; learning media was found in the communication skills; and assessment was found in the communication, collaboration, and critical thinking skills. The lesson plan components that integrated all skills were learning activities and other lesson plan components.

Keywords: *4C's skills, lesson plan, eighth-grade*

INTRODUCTION

As technology advances quickly and the need for certain talents to survive in this century grows, the integration of 21st-century skills has become a topic for research in recent years (Saleh, 2019; Seitova, 2020). According to the 21st framework, three fundamental skills are included in learning: information, media, and technology; learning and innovations; and life and career. These are supposed to be students' expected outcomes while this study focuses on learning and innovation skills commonly recognized as 4C skills, including communication, collaboration, critical thinking, and creativity. These skills are integrated into English lessons as one of the subjects recommended in 21st-century learning and the result on the effect of the integration of 4C in English was very effective (P21, 2019; Pardede, 2020; Seitova, 2020; Suswanti, 2021; Yujobo, 2015). The incorporation of the 4Cs in English classrooms is expected to improve both skills of students; language and communication, collaboration, creative thinking, and creativity (Erdoğan, 2019; Pardede, 2020). However, there is an assumption that

21st-century learning is only about the technology used in the classroom whereas those three core skills can be integrated by reviewing and developing the current English curriculum, i.e., inserting tasks and activities that encourage those skills to get students prepared to be proficient global citizens (Bedir, 2019a; Erdoğan, 2019; Levin-Goldberg, 2012; Pardede, 2020; Saleh, 2019; Sentus Halum, 2021).

Several studies of 4C skills have been conducted regarding teachers' perception, the integration of 4Cs in the classroom, and how it affected students' skills improvement. The first study about EFL teachers' perception obtained a result that teachers found it is difficult to develop students' 4Cs skills due to certain reasons; the obstacles to creating a lesson plan that incorporates the 4Cs, the lack of facilities and infrastructure, the inability to comprehend some successful teaching strategies that support the development of the 4Cs, and the problems in fostering students' confidence and activity (Septiyanti, Siti Nur Azizah, and Fajriah, 2021). On the contrary, another study showed that EFL teachers were prepared to implement 21st-century learning skills into their lesson plans. This was illustrated by their lesson plan, which revealed that the materials only addressed learning and innovations in addition to digital literacy skills. (Luciana, Ni Luh Ratih, Padmadewi, NN, Artini, LP, 2020).

The second study observed the integration of 4Cs in the classroom achieved through various digital resources during online learning. This type of learning is more recommendable to prepare the students to be proficient in 21st-century skills since English learning can facilitate the integration of 4C, especially in the blended learning environment. Hence, classroom objectives should not only be associated with language skills but also with 4C skills (Pardede, 2020; Riegel, Caitlin, and Kozen, 2014).

Student Teams Achievement Division (STAD), role-playing, demonstration, Think Pair Share (TPS), Picture and picture, and Jigsaw, are some of the activities that can be used to modify the 4Cs incorporation in the classroom activities of Indonesian subjects in primary school. It improved the students' listening, speaking, reading, and writing abilities in English and allowed them to be more involved and active learners. (Chrisyarani & Setiawan, 2021). Furthermore, Jigsaw plus Read Question Answer (JiRQA) was a successful combination for enhancing students' teamwork abilities (Saparuddin, Prasetyo, Triastono Imam and Mahanal, 2018). Even though this study was associated only with one of the 4Cs skills; collaboration, it

has provided insights into the use of certain strategies if teachers plan to develop students' 4Cs skills.

Indonesian government supports 21st-century learning by publishing a guide for teachers to integrate the skills into the lesson plan (Ariyana, Pudjiastuti, Bestary, & Zamromi, 2018; Kebudayaan, 2013). The primary goal of teaching English, as per the English content standards for the 2013 SMP/MTs Curriculum, is to enable students to reach functional levels, which include verbal and written communication for problem-solving in daily life (Anjarwati, Chotimah, & Sa'adah, 2019). Moreover, most ELT preservice teachers have agreed that the 4Cs are integrated into classroom teaching and therefore, should be integrated into the curriculum, therefore, the current research should focus on 4Cs-related issues such as reviewing and developing curriculum (Bedir, 2019b; Saleh, 2019). Fortunately, this issue has been highlighted recently. Several scholars investigated the incorporation of 4Cs skills in the teachers' lesson plans, of school subjects; Fikih in class X, English and Indonesian in senior high school, and Theme in class I (Dwimayanti, K, Dantes, N, and Suarni, 2020; Fatimah, Tajuddin, Ilyas, & Majid, 2020; Kartono, 2019; Radifan & Dewanti, 2020; Selman & Jaedun, 2020).

As a result, teachers begin to incorporate 4C in the syllabus and lesson plan according to several studies that were held in primary school and senior high. One of which developed an R&D including 4 steps; Define, Design, Develop, and Dissemination (Thiagarajan) (Dwimayanti, K, Dantes, N, and Suarni, 2020; Fatimah et al., 2020; Kartono, 2019). In addition, a study investigated students' motivation and self-esteem increased when they used collaboration learning (Team Pair Solo) because the TPS allowed them to discuss in teams and pairs with other students to be well-prepared before they spoke, and they also had great self-esteem to stand up for themselves in front of the class (Wibisono, 2018). Unfortunately, the 4C skills were not all analyzed only communication and collaboration (Fatimah et al., 2020) and the four skills except collaboration in the components of the lesson plan being analyzed which were learning steps, assessment, learning methods, and indicators of competence achievement. (Dwimayanti, K, Dantes, N, and Suarni, 2020; Radifan & Dewanti, 2020).

Since studies regarding the 4Cs skills incorporation in the English lesson plan are mostly conducted in primary and senior high school, it is significant to find out to what extent 4Cs skills are integrated into lesson plans of Junior High School English teachers since English

lesson starts in this level according to National Curriculum. Furthermore, not all 4C skills—communication, cooperation, critical thinking, and creativity—were thoroughly examined in the earlier research. To give educators and other stakeholders a better understanding of how 4C skills are incorporated into the teaching and learning process through lesson plans, this study intends to ascertain the degree to which junior high school English teachers use 4C skills in their lesson plans for eighth-grade students.

RESEARCH METHOD

A qualitative method focusing on content analysis was utilized in this research since the sample was documents (Cresswell, 2009) that were the lesson plans from Junior High School Teachers in grade 8, located in Jakarta and Bekasi. Convenience sampling will be used in this study's implementation of non-random sampling to obtain data. To acquire access to the lesson plan, the researchers first made contact with several schools to gather data. We then gathered all of the available lesson plans. Next, we divided the lesson plans for every grade into the first and second semesters. Lastly, we assigned codes to each lesson plan, naming them LP 1, LP 2, and so on up to LP 10.

After the data was gathered, the following data analysis procedures were applied:

- (1) Carefully read and comprehend the lesson plan collected
- (2) Sort the curriculum elements by Permendikbud number 22 for 2016 (Indonesia, 2016) into a table of data sources. However, there are only four components analyzed; learning objectives (LO), learning media, learning activities, and assessment since the learning and innovation skills are mostly found in them (Erdoğan, 2019; P21, 2019; Tamela & Dwi, 2021)
- (3) Use the 4C's tables of instruments, which include several indicators, to analyze the lesson plan (Ariyana et al., 2018; Fadel, Charles, Bialik, Maya, and Trilling, 2015; Hall, 2013; Kivunja, 2014; Lai, Emily. DiCerbo, Kristen, and Foltz, 2017; Lai, Yarbrow, DiCerbo, & Geest, 2018; Metusalem, R., Belenky, D. M., & DiCerbo, 2017; Ventura, Lai, & DiCerbo, 2017). There are four tables of indicators used in this study:

Table 1 Communication Skill Markers

No	Markers	Incorporation in Lesson Plan	
		Yes	No
1	Include group projects		

- 2 Integrate peer review
- 3 Have students evaluate their work
- 4 Clearly teach and evaluate communication abilities for contemporary digital platforms
- 5 Include the evaluation of communication abilities (production, reception, and intercultural)

Table 2 Collaboration Skill Markers

No	Markers	Incorporation in Lesson Plan	
		Yes	No
1	Identify collaboration learning objectives		
2	Plan group activities and take use of them to improve and put collaboration skills into practice		
3	Encourage students to take responsibility for their work.		
4	Feedback from instructors and peers are provided and encouraged		

Table 3 Critical Thinking Skill Markers

No	Markers	Incorporation in Lesson Plan	
		Yes	No
1	Include the teacher's use of both basic and advanced questioning techniques		
2	Include guidance on metacognitive techniques		
3	Explicitly include instructions to practice critical thinking skill		
4	Use problem-based learning as a teaching strategy.		
5	Include exercises that promote teamwork in learning		
6	Incorporate assessment indicators based on higher order thinking skills' cognitive processes.		

Table 4 Creativity Skill Markers

No	Markers	Incorporation in Lesson Plan	
		Yes	No
1	Incorporate activities outside classroom into lessons to help students become more creative		
2	Involves undertaking open-ended, problem-based learning tasks		
3	Include exercises where students can cooperate with one another		

(4) Describe this research findings

FINDINGS AND DISCUSSION

Findings

Based on the analysis using each of the 4C's skills markers in Tables 1, 2, 3, and 4, it is discovered that among 10 lesson plans, communication, collaboration, and critical thinking skills are integrated in all eighth-grade teachers' lesson plans, whereas creativity skill is found in 9 lesson plans. The analysis is conducted by classifying each lesson plan's components such as learning objectives, learning media, methods, learning activities, and assessment, then using the communication, collaboration, critical thinking, and creativity skills markers in Tables 1, 2, 3, and 4 which include several indicators.

As a result, it can be summarized that almost all lesson plans collected have implemented learning and innovation skills, as seen in Figure 1.

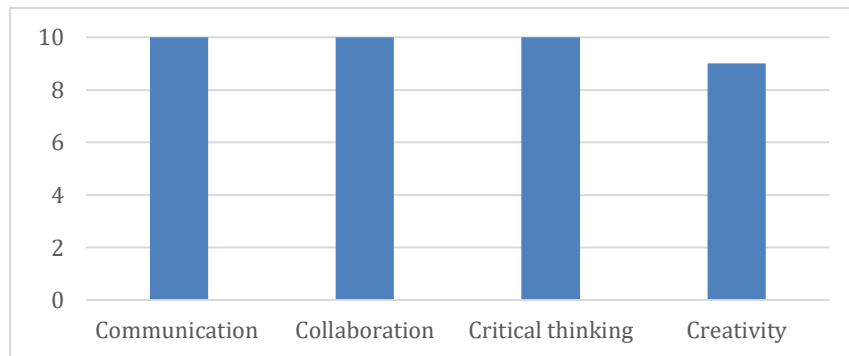


Figure 1. The learning and innovation skills incorporated in teachers' lesson plan

It is seen that all lesson plans incorporated communication, collaboration, and critical thinking. Only one lesson plan does not include creativity. Consequently, teachers have realized that the delivery of 4C is crucial to the teaching and learning process.

It is noted that there are four elements to the lesson plans that integrate learning and innovative skills; these are listed in Table 5 below.:

Table 5. Lesson Plan Components Integrating 4C skills

	LO	Learning Media	Learning Activities	Assessment
Communication	10 LP	7 LP	10 LP	9 LP
Collaboration	9 LP	-	6 LP	3 LP
Critical thinking	10 LP	-	10 LP	8 LP
Creativity	3 LP	-	9 LP	-

Table 5 shows the four lesson plan components are learning objectives (LO), learning media, learning activities, and assessment. All learning and innovation skills have been incorporated in most of the components analyzed, except learning media which is only in communication skill and assessment in three skills; communication, collaboration, and critical thinking.

To be more precise and detailed, the findings of this study will be delivered in four parts; communication, collaboration, critical thinking, and creativity skills.

Communication Skill

Results show that of the indicators included in the lesson plan, indicators 1, 2, 3, 4, and 5 account for more than half of the total. The most important indicator to be found is number 5, "Explicitly teach and assess communication skills for modern digital channels" in all lesson plans analyzed. The following analysis will be initially from the most to the least.

Indicator number 5 is detected in all lesson plans, mainly in the Learning Media component, such as in LP 3, 4, and 5 using handphones, computers, and Learning Management Systems as it was stated in the examples of them; Whatsapp Grup, Zoom, Youtube. In the Learning Activities component, teachers used Google applications such as YouTube and Google Forms in English learning process in LP 1 in the Main Activity, and LP 8 and 9 in the Closing Activity. Another lesson plan component incorporating the number 5 indicator is Assessment such as in LP 11:

To conclude, the modern digital channels applied in the classroom are, for example, *YouTube* and *Google*. (Metusalem, R., Belenky, D. M., & DiCerbo, 2017)

The second most common indicator discovered is indicator number 1 which involves collaborative tasks, such as in LP 1 – LP 6, in the Learning Activity and Assessment component. The keywords for the analysis are *kelompok* and *kerja sama dalam menyelesaikan tugas yang diberikan oleh guru* (Fadel, Charles, Bialik, Maya, and Trilling, 2015; Metusalem, R., Belenky, D. M., & DiCerbo, 2017) in the Learning Activity component integrating communication skills in the material of interpersonal and transactional text; Giving and Asking for information, which certainly demanded assistance from other students, and descriptive texts, for example, LP 2 in Learning Activity and Assessment component in LP 5 and 6.

The next indicator is number two which combines peers' feedback found in three lesson plans which component is Assessment. The three lesson plans are LP 7, 8, and 9 which can be observed that there is a phrase *evaluasi dengan teman sejawat* in accordance with the statement of the second indicator (Fadel, Charles, Bialik, Maya, and Trilling, 2015; Metusalem, R., Belenky, D. M., & DiCerbo, 2017).

Indicator number 5 “Incorporate the assessment of communication skills (production, reception, intercultural)” is only integrated in two lesson plans, LP 7 and LP 10 in the Assessment component. In those two lesson plans, although it is the production skills being assessed, it is not apparent if the skill was speaking or writing since the instruction was stated only *membuat*.

The least indicator incorporated in ten lesson plans analysed is the fourth “Have students reflect on their project” based on the source from (Metusalem, R., Belenky, D. M., & DiCerbo, 2017) which stated teachers can ask students to view and assess their project on their own. This indicator emerged in the Learning Activity and assessment component of LP 10 which was

explicitly stated. Even though the word ‘reflect’ was not explicit yet using the phrase *menilai kemampuan dirinya sendiri* which was its definition.

Despite their unequal distribution—for example, indicator number 2 appears in three lesson plans while indicator number 4 appears in only one—all communication skill indicators have been included into the components of lesson plans, it is determined based on the description of the data above. Moreover, all lesson plans have integrated modern digital channels as learning media. This is in accordance with the 21st century learning that it is recommended to include digital media in the learning process. For the lesson plan components, the dominants are Learning Activity and Assessment while the least is Learning Media.

Collaboration Skill

There are four collaboration indicators according to Hall (2013) and Lai, Emily. DiCerbo, Kristen, and Foltz (2017) shown in Table 2. In addition, all indicators are applied in the components of lesson plan, Learning Objectives, Core Competence, Basic Competence, Learning Activities, and Assessment, the analysis will only focus on those four components. For the material regarding collaboration skill is mostly interpersonal and transactional texts because this material will be essential for students to establish networking during and after their time in schools (Metusalem, R., Belenky, D. M., & DiCerbo, 2017).

The two first indicators to be discussed are indicator 1 and indicator 2 which can be observed in Learning Objectives components as in LP 2. The phrase used in the Learning Objectives, *memberi dan meminta informasi* apparently requires the skill of collaboration since students have to interact with others (Hall, 2013). While for indicator 2 which can be apparently seen in Learning Objectives is similar with indicator 1 in Communication skill because these two skills are integrated, i.e., when a person communicates, he will need another person to respond (NEA, 2014). According to Table 2, there are more than half lesson plans applied this using a phrase *secara berpasangan dan kelompok*, as in LP 2.

Incorporating collaboration in classroom activity requires students’ responsibility in completing tasks to support the success of learning process according to indicator number 3. Lai, Emily. DiCerbo, Kristen, and Foltz (2017) argued that this indicator is often applied in learning activities. However, this study found that this was not only in that component but also in the Assessment component in LP 2, 4, 5, and 6 for there was a similar phrase *tanggung jawab*

dalam penyelesaian tugas materi which can be concluded that teachers monitor students' performance during the group work. Nevertheless, further studies are needed to ensure if teachers check the application of this indicator to obtain a valid and reliable result.

The last indicator discussed is number 4 'Provide and encourage feedback, from teachers and peers' as included in LP 4, 5, and 6 in the Assessment component. Although there is the word 'feedback', it was not clearly stated in those three lesson plans what kind of feedback and how teachers provide it.

The above findings represented that there all collaboration skill indicators discovered in the lesson plans collected except learning media. The lesson plans components applied this skill were learning objectives, learning activities, and assessment. However, in LP 1 there was no learning objectives explicitly included this collaboration skill. In addition, even though LP 7, 8, 9, and 10 incorporated the skill in their Learning Objective, they did not apparently describe how teachers were going to use the group activities for students to practice their collaboration skill. While for the indicators 4, 5, 6, and 7, they were not incorporated in any of the ten lesson plans analyzed.

Critical Thinking

Based on the findings, it is apparent that almost all of the indicators of critical thinking skill were incorporated in 10 lesson plans observed. Compared to the other 4C skills, Critical Thinking had the most indicators incorporated in the lesson plans. However, the distribution of all indicators was not equal and there was no indicator incorporated in 10 lesson plans unlike Communication skill. As for the indicator number 3 and 6, they were discovered in all lesson plans except LP 10 and indicator number 5 was only in two lesson plans. In addition, LP 1 has the most indicators integrating Critical Thinking skill while LP 10 was the least there were only two indicators out of ten. Meanwhile, there was one indicator aligned with Collaboration skill that was indicator number 6. Learning objectives, learning activities, and assessment were the elements of the lesson plan that were incorporated.

For the first indicator "Incorporates teacher's questioning of lower-level and higher-level questions" was only integrated in topic interpersonal and transactional and recount texts in learning activities as in LP 8, 9, and 10. While for the second indicator that was instructions on metacognitive method, have been incorporated in eight lesson plans in the Learning

Activities component, such as LP 7. The key words and phrases *melihat, mengamati dan membaca* showed that teachers applied the Critical Thinking activities in the class because they encouraged students to fully use their metacognitive skill in understanding the lesson (P21, 2019).

Furthermore, one of the most indicators discovered in all lesson plans was indicator number 3 which mostly in Learning Objectives component with the texts discussed were Interpersonal and Transactional texts, Greeting cards, and recount texts, such as in LP 2, 3, and 4 and in LP 2 in Learning activities. From the findings, especially the word *mengidentifikasi* which is one example of verbs mostly utilized in Critical Thinking skill based on Bloom's taxonomy, it is apparent that teachers had already prepared the incorporation since the formulation of the Learning Objectives.

Indicator number 5 was integrated in a lesson plan, LP 1 in the component of Learning Objectives and Learning Activities. It applied problem-based learning from the Learning Objectives to Learning Activities which were divided into several steps; problem identification, data collection, data analysis, discussion, and conclusion, for example in data analysis step using Google Form whose link shared by the teacher.

The second most indicators identified in Critical Thinking skill was the fifth "Include exercises that promote teamwork in learning" that was similar with one of the Collaboration skill indicators. This indicator was all found in Learning Activities component, for example in LP 2:

Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikkan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi

From six Critical Thinking skill indicators, there were none of the lesson plans collected do not incorporate them. Hence, from the 4C skills, Critical Thinking has been incorporated most in ten lesson plans compare to Communication, Collaboration, and Creativity. The most indicators found were number 3 and 6, in almost all lesson plans except LP 10. Learning objectives, basic competence, learning resources, learning activities, and assessment were the elements of the lesson plan that included this skill. In learning activities part, which was mostly found the incorporation, one of them indicating Critical Thinking skill was the activity that ensure students have comprehended the materials rather than providing students chances to

develop their analysis and evaluation skill.

Creativity

The last skill to be discussed is Creativity which consists of three indicators as shown in Table 4. It is discovered that almost all lesson plan incorporated Creativity while the lesson plan's components including this skill are learning objectives and learning activities.

The first indicator that was incorporated activities done outside the class was only included in LP 2 in Learning Activities using a phrase *dilakukan di rumah*, indicated that this activity was conducted outside the class where teachers encouraged students to prepare themselves before the learning process in the classroom. However, it was not apparent if teachers monitored this process.

The second indicator "Involves undertaking open-ended, problem-based learning tasks" was similar to indicator 4 in Critical Thinking skill found in LP 1 which components were Learning Objectives and Learning Activities. It was also found that there was an alignment of the Learning Objectives which included the steps of problem-based learning and the procedures in Learning Activities.

The last indicator that is indicator number three, was also the same with the indicators of Communication skill number one and Critical Thinking skill number five that was students worked collaboratively. The lesson plan components incorporating this indicator was Learning Activities.

The above analysis demonstrated that it was concluded that the three Creativity skill indicators, two of them were also similar with the indicators in Communication and Critical Thinking skill. From ten lesson plans, there was only one lesson plan consisting the three indicators while others incorporating not more than one indicators. The lesson plan components were Learning Objectives and Learning Activities.

Discussion

The aim of this research was to ascertain the degree to which junior high school English teachers integrate the four Cs into their lesson plans for eighth-grade students. Following this, a content analysis was conducted. The findings showed that, although some lesson plans were incomplete—that is, not all signs were found—nine lesson plans had successfully incorporated the four Cs, while one lesson plan

had not included the creativity skill. In addition, Communication skill had the most indicators discovered which were five indicators from the total of seven, followed by Critical Thinking skill with six from ten indicators, Collaboration skill with four of eight indicators, and the least was Creativity with three out of eight indicators. The findings indicated that the distribution of each skill was not equal since there was only one indicator in Communication skill which was discovered in all lesson plans while there were indicators found in one lesson plan.

Learning activities and other lesson plan components were the components that had integrated all skills; learning objectives were only found in the areas of creativity, collaboration, and critical thinking skills, learning media in the area of communication skills, and assessment in the areas of communication, collaboration, and critical thinking skills. There was none of the other seven lesson plan components incorporated 4C's skills. Thus, the findings of this study is hopefully able to complete the previous study that there were only three of the 4C skills; Communication, Collaboration and Critical Thinking, incorporated in teachers' lesson plan (Dwimayanti, K, Dantes, N, and Suarni, 2020; Fatimah et al., 2020).

The results of this study validated the investigation into how senior high school teachers integrated the 4C skills into their lesson plans. That investigation found that all skills were found in every lesson plan, despite the presence of dominant indicators and skills that were not found in any lesson plans. Learning Activities and Assessment comprised the majority of the 4C skills indicators that were included into the lesson plan components. (Radifan & Dewanti, 2020) while in this study, only Learning Activities incorporated all skills.

All 4C skills; Communication, Collaboration, Critical Thinking, and Creativity, in conclusion, cannot be separated although a number of previous studies investigated one or two skills only (Chrisyarani & Setiawan, 2021; Saparuddin, Prasetyo, Triastono Imam and Mahanal, 2018; Sentus Halum, 2021; Suswanti, 2021). As an illustration, consider the following: "Involve collaborative tasks (in Communication Skill Indicator, number 1)" is one of the indicators of communication, critical thinking, and creativity that also included interaction, incorporates collaborative learning activities (see Critical Thinking Skill Indicator, number 8), and incorporate collaborative learning activities for pupils (see Creativity Skill Indicator, number 4). This finding aligned with the guidance of 4C skills integration in English classroom ((NEA), n.d.).

CONCLUSION AND SUGGESTION

Learning Objectives, Learning Media, Learning Activities, and Assessment are the components of lesson plans that incorporate the 4C skills, Communication, Collaboration, Critical Thinking, and Creativity, to the extent that it was determined by analyzing how much

English teachers' lesson plans included these elements. However, because some indications are absent from all of the lesson plans that were examined, the abilities are not dispersed equally among those components. Teachers should teach their pupils the 4C abilities in order to prepare them for 21st-century learning; hence, more research can be done on the phenomenon. In a future where challenges will only rise, the 4C competencies are expected to help students compete.

According to the result of this study, it is highly recommended for future research to focus on how to also fully integrate creativity skills in the teachers' lesson plan. This is important because all the 4C's skills are connected to each other as parts of the learning and innovation skills. Additionally, scholars can conduct community services for teachers with the topic on the implementation of learning and innovation skills in the teaching and learning process.

REFERENCES

- (NEA), N. E. A. (n.d.). *Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four Cs."* 2015.
- Anjarwati, R., Chotimah, I. C., & Sa'adah, L. (2019). Students Order Thinking Skill in Learning English. *E-Link Journal*, 6(2), 190. <https://doi.org/10.30736/ej.v6i2.171>
- Ariyana, Y., Pudjiastuti, A., Bestary, R., & Zamromi, Z. (2018). *Buku Pegangan Pembelajaran Keterampilan Berpikir Tingkat Tinggi: Program Peningkatan Kompetensi Pembelajaran Berbasis Zonasi. Direktorat Jendral Guru dan Tenaga Kependidikan.*
- Bedir, H. (2019a). Developing a Framework for the Integration of 21st Century Learning and Innovation Skills into Pre-Service ELT Teachers' Practicum. *International Online Journal of Education and Teaching*, 6(4), 828–843.
- Bedir, H. (2019b). Pre-service ELT teachers' beliefs and perceptions on 21st century learning and innovation skills (4Cs). *Journal of Language and Linguistic Studies*, 15(1), 231–246. <https://doi.org/10.17263/jlls.547718>
- Chrisyarani, D. D., & Setiawan, D. A. (2021). 4C-Based Cooperative Learning Model Through Lesson Study Activities on Indonesian Course for Elementary School. *Proceedings of the 2nd Annual Conference on Social Science and Humanities (ANCOSH 2020)*, 542(Ancosh 2020), 338–343. <https://doi.org/10.2991/assehr.k.210413.078>

- Cresswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Third Edition.* SAGE. <https://doi.org/10.1080/14675980902922143>
- Dwimayanti, K., Dantes, N., and Suarni, K. (2020). Pengembangan Rencana Pelaksanaan Pembelajaran (RPP) Tema Kegiatanku Kelas I Berbasis Kecakapan Belajar dan Berinovasi Abad 21. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 4(1), 1–10.
- Erdoğan, V. (2019). Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes Vacide Erdoğan. *International Journal of Education and Research*, 7(11), 113–124.
- Fadel, Charles, Bialik, Maya, and Trilling, B. (2015). *Four-Dimensional Education: The Competencies Learners Need to Succeed.* Center for Curriculum Redesign.
- Fatimah, F., Tajuddin, M., Ilyas, M., & Majid, A. (2020). Analisis PPK, Literasi, 4c daan HOTS pada Silabus dan RPP Mata Pelajaran Fikih. *Quality*, 8(1), 165. <https://doi.org/10.21043/quality.v8i1.7413>
- Hall, B. M. (2013). Designing collaborative activities to promote understanding and problem-solving. *International Journal of E-Collaboration*, 10(2), 55–71. <https://doi.org/10.4018/ijec.2014040104>
- Indonesia, M. P. dan K. R. Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah (2016).
- Kartono. (2019). The Development of 4C Competencies Integration Lesson Plan (RPP), Literation, PPK and HOTS for Elementary Schools. *JP2D (Jurnal Penelitian Pendidikan Dasar) UNTAN*, 2(1), 1–6.
- Kebudayaan, K. P. dan. KURIKULUM 2013: Kompetensi Dasar Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs) (2013).
- Kivunja, C. (2014). Innovative Pedagogies in Higher Education to Become Effective Teachers of 21st Century Skills: Unpacking the Learning and Innovations Skills Domain of the New Learning Paradigm. *International Journal of Higher Education*, 3(4), 37–48. <https://doi.org/10.5430/ijhe.v3n4p37>
- Lai, Emily. DiCerbo, Kristen, and Foltz, P. (2017). *Skills for Today : What We Know about Teaching and Assessing Collaboration.* Pearson.
- Lai, E. R., Yarbro, J., DiCerbo, K., & Geest, E. de. (2018). *Skills for Today : What We Know about Teaching and Assessing Creativity.* Pearson.
- Levin-Goldberg, J. (2012). Teaching Generation TechX with the 4Cs: Using Technology to

- Integrate 21st Century Skills. *Journal of Instructional Research*, 1, 59–66.
<https://doi.org/10.9743/jir.2013.8>
- Luciana, Ni Luh Ratih, Padmadewi, NN, Artini, LP, and B. Lg. (2020). Teachers' Readiness in Inserting the 21st Century Skills in the Lesson Plan in Teaching English. *Jurnal Pendidikan Dan Pengajaran*, 53(2), 168. <https://doi.org/10.23887/jpp.v53i2.26406>
- Metusalem, R., Belenky, D. M., & DiCerbo, K. (2017). *Skills for Today: What We Know about Teaching and Assessing Communication*. London; Pearson.
- P21. Framework for 21st Century Learning Definitions (2019).
- Pardede, P. (2020). Integrating the 4Cs into EFL Integrated Skills Learning. *JET: Journal of English Teaching*, 6(February), 71–85.
- Radifan, M. F., & Dewanti, R. (2020). The Incorporation of 4C Skills in Senior High School English Teachers' Lesson Plans. *STAIRS: English Language Education Journal*, 1(2), 42–54. Retrieved from <http://journal.unj.ac.id/unj/index.php/stairs/article/download/18000/9514>
- Riegel, Caitlin and Kozen, A. (2014). Attaining 21st Century Skills in a Virtual Classroom. *Educational Planning*, 23(3), 41–55. Retrieved from http://isep.info/educational-planning-journal%0Ahttps://isep.info/wp-content/uploads/2016/11/23.3_4
- Saleh, S. E. (2019). 4Cs in the EFL Classroom. *ISSUE*, 4(21), 57–80.
- Saparuddin, Prasetyo, Triastono Imam and Mahanal, S. (2018). Improving Students' Collaboration Skills as Teacher Candidates through Lesson Study-based JiRQA Learning Strategy. *PEOPLE: International Journal of Social Sciences*, 4(2), 599–608. <https://doi.org/10.20319/pijss.2018.42.599608>
- Seitova, M. (2020). The Effect of the 4Cs of 21st Century Skills on Teaching English. In *ELT Teachers' Readiness in terms of Self-Efficacy: Comparison of Novice and Experienced Teachers* (pp. 6–12).
- Selman, Y. F., & Jaedun, A. (2020). Evaluation of The Implementation of 4C Skills in Indonesian Subject at Senior High Schools. *Jurnal Pendidikan Indonesia*, 9(2), 244–257. <https://doi.org/10.23887/jpi-undiksha.v9i2.23459>
- Sentus Halum, Y. (2021). the Manifestation of Critical Thinking Elements in Efl Students' Argumentative Writing. *TELL US Journal*, 7(1), 95–111. <https://doi.org/10.22202/tus.2021.v7i2.4913>
- Septiyanti, Siti Nur Azizah, and Fajriah, Y. N. (2021). The Challenges Encountered by EFL

- Teachers in Developing Students' 4C Skills in 21st-Century Education. *JEPAL: Journal of English Pedagogy and Applied Linguistics*, 1(2), 31–46.
- Suswanti, H. (2021). Improving Students' Reading Comprehension of Procedure Texts By Using Collaborative Strategic Reading. *TELL-US Journal*, 7(1), 59–79. <https://doi.org/10.22202/tus.2021.v7i1.4809>
- Tamela, E., & Dwi, M. H. (2021). Four C's Skills Integration in the Lesson Plans of Grade 7 English Teacher. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(2), 124. <https://doi.org/10.33394/jo-elt.v8i2.4345>
- Ventura, M., Lai, E. R., & DiCerbo, K. (2017). *Skills for Today: What We Know about Teaching and Assessing Critical Thinking*. Pearson.
- Wibisono, W. (2018). Classroom Action Research: Using Cooperative Learning (Team Pair Solo) To Improve Nursing Students' Speaking Skill. *Jurnal ELink*, 5(2), 66. <https://doi.org/10.30736/e-link.v5i2.62>
- Yujobo, Y. J. (2015). Multiple Assessment Strategies and Rubrics for the 4Cs of 21st Century Skills. In *The Asian Conference on Language Learning 2015 Official Conference Proceedings*.

