



## **Analysis of 4C's-Based Lesson planning in the Islamic Religious Education Study Program**

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### **Abstract**

This study aims to analyze the 4C's-based learning planning in the Islamic Religious Education Study Program at the Faculty of Tarbiyah. Previous research has shown that the application of the 4C learning strategies (Creative Thinking, Critical Thinking and Problem Solving, Communication, Collaboration) in Islamic Religious Education can enhance students' skills. This research can contribute to the development of more effective and innovative learning strategies in the Islamic Religious Education Study Program at the Faculty of Tarbiyah. The study employs a descriptive qualitative approach, with the subjects being the Head of the PAI Study Program, PAI lecturers, and students, using purposive sampling. The primary data include lecturers and students, while the primary sources consist of lecturer lesson plans, books, and journals. Data collection techniques include observation, interviews, and documentation. Data analysis techniques involve data condensation, data presentation, and data verification, with data reliability tested through source and technique triangulation. The study shows that PAI lecturers at the Faculty of Tarbiyah implement strategies and teaching methods that support the development of the four aspects, such as collaborative learning, discussions, Q&A, research-based learning, material reviews, presentations, assignments, quizzes, active learning, and TPACK-based projects using QR codes, Mind Master, Canva, and Kahoot. It is concluded that the Faculty of Tarbiyah has made efforts to develop 4C's skills in students of the Islamic Religious Education Study Program by designing appropriate learning plans and integrating various effective learning models and strategies.

**Keywords:** Lesson Planning, 4C's, Islamic Religious Education

**Introduction**

Islamic Religious Education plays a crucial role in building spiritual and moral awareness within society (Rofiah, 2016). As a fundamental subject in Indonesia's educational system, Islamic Religious Education is recognized as a means to develop understanding and appreciation of Islamic teachings and to integrate religious values into daily life (Ainiyah & Pranata Wibawa, 2013). To ensure the effectiveness of Islamic Religious Education, meticulous lesson planning based on modern educational principles is necessary (Sahidu et al., 2020). The Faculty of Tarbiyah, as a higher education institution offering an Islamic Religious Education program, is responsible for producing qualified and competent future teachers in this subject.

Effective lesson planning is a key to achieving this goal. Therefore, the analysis of lesson planning based on the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) is essential for application in this program. The 4C's refer to four critical skills considered vital in modern education, particularly in the ever-evolving era of technology and information (Asmawiyah, 2021). Communication, collaboration, critical thinking, and creativity skills are fundamental in preparing students for success in the real world. In the context of Islamic Religious Education, applying the principles of the 4C's can help enhance students' abilities to understand, interpret, and apply Islamic teachings effectively (Partono et al., 2021).

The application of 4C's-based lesson planning in the Islamic Religious Education Program at the Faculty of Tarbiyah needs to be thoroughly analyzed to evaluate the effectiveness of this approach in improving the quality of education. This analysis will provide insights into the successes, challenges, and potential developments associated with implementing the 4C's in religious education. Initially, this analysis will involve a literature review on the 4C's and Islamic religious education. This literature review will help understand the theoretical foundations and existing research on applying the 4C's in the context of Islamic religious education. Subsequently, the analysis will involve empirical research involving lecturers and students of the Islamic Religious Education Program at the Faculty of Tarbiyah. Data will be collected through surveys, interviews, and observations to explore their understanding of 4C's-based lesson planning and their practical experiences in its implementation. The results of this analysis will provide significant benefits for the Faculty of Tarbiyah and the Islamic Religious Education Program in developing better lesson plans.

By understanding the effectiveness of applying the 4C's, the Faculty of Tarbiyah can enhance the curriculum and relevant teaching methods to help students develop 4C skills more effectively. Additionally, this analysis will provide a better understanding of the challenges and obstacles that might be encountered in implementing the 4C's in Islamic religious education. This information can be used as a basis for designing more effective strategies and approaches to overcome these challenges.

Besides the internal benefits for the Faculty of Tarbiyah, this analysis can also contribute significantly to the research and practice of Islamic religious education in general. By evaluating the

application of the 4C's in the context of Islamic religious education, the results of this analysis can be a valuable contribution to the thoughts and development of Islamic religious education in Indonesia. The findings can serve as a reference for other higher education institutions that wish to adopt a 4C's-based learning approach in religious education or other subjects. To ensure the success of this analysis, collaboration between lecturers and students of the Islamic Religious Education Program at the Faculty of Tarbiyah is crucial. Through their active participation in the analysis process, the data obtained will be more representative and reliable. It is hoped that this analysis will provide valuable insights into the application of the 4C's in Islamic religious education and contribute to the development of more effective Islamic religious education in the future.

In conclusion, analyzing 4C's-based lesson planning in the Islamic Religious Education Program at the Faculty of Tarbiyah is essential for improving the quality of Islamic religious education at the Faculty of Tarbiyah specifically and in Indonesia generally. By integrating the principles of the 4C's with Islamic values, the Faculty of Tarbiyah can produce future teachers capable of effectively developing students' communication, collaboration, critical thinking, and creativity skills. The results of this analysis are expected to provide a better understanding of the application of the 4C's in the context of Islamic religious education and contribute to the development of Islamic religious education in Indonesia.

### **Research Methodology**

Research is a series of activities or processes aimed at uncovering something previously unknown through directed, systematic, and accountable methods. Research conducted in the context of direct fieldwork with a qualitative descriptive approach will yield descriptive data in the form of written or spoken words and observed behavior. To achieve this objective, this study employs qualitative methods, including observation, interviews, and document analysis. In this research, informants are selected from various professions within the academic community of the State Institute for Islamic Studies Curup, specifically lecturers from the Islamic Education Study Program.

The data sources for this research are Islamic Religious Education lecturers teaching subject matter in elementary and middle schools. Data collection techniques used include observation, interviews, and documents, with necessary documents comprising lesson plans, syllabi, and teaching materials. The collected data are then processed and analyzed using the qualitative data analysis technique by Miles, Huberman, and Saldana, which consists of data condensation, data display, and data validation. The purpose of data condensation is to summarize relevant and significant data, while data display categorizes the collected data into concise descriptions. Data validation is conducted to ensure the accuracy and validity of the analysis results.

To enhance data credibility, source triangulation and technique triangulation are employed. Source triangulation is done by comparing data from different sources, such as field observations, interviews with respondents, and related documents. Technique triangulation involves using several

different analysis techniques to check the consistency of the results. By using these techniques, it is expected that the descriptive qualitative research will provide accurate and reliable results (Hermawan & Amirullah, 2021).

## Findings and Discussion

### Communication Skills

The findings from these observations indicate that in the syllabus and lesson plans (RPS), lecturers have indeed included various forms of communication within the teaching process. For instance, after attending these lectures, students are expected to be able to explain, connect, describe, design, communicate effectively, name, practice, and formulate ideas. This is documented in the RPS of the lecturer as informant 2 under the Learning Outcomes of the Course (CPMK) from CPL II (PP).

*“Students are able to explain various theories, concepts, and basic principles, as well as the scientific structure of management or Islamic education methods that encompass curriculum, educational human resources, facilities and infrastructure, finance, administration, marketing, organization or institutions, archives, and public relations of Islamic educational institutions across various types and levels of education.”*

To gain in-depth information, the author reanalyzed the RPS of the lecturer as informant 2 concerning the initial steps to enhance students' communication skills.

*“Introduction, Learning Contract, Divide Group, Assign reading articles related to the course.”*

The use of learning models and methods in this case aims to develop students' communication skills as stated in the RPS of the lecturer as informant 2 through discussion (cooperative learning) and question-answer sessions, as well as presenting assignments using the Mind Master application.

The learning model outlined in the RPS represents the lecturer's efforts to develop students' communication skills. Based on the initial RPS of the lecturer as informant 2, the ultimate goal is for students to generally understand the course material and PAI (Islamic Education) learning in junior high school, be able to teach, and explain the latest PAI learning theories to develop TPACK-based PAI learning designs. This effort is also reflected in the RPS of the lecturer as informant 1 in the Learning Outcomes of the Course (CPMK) from CPL II (PP).

*“Students are able to explain theories about concepts, principles, and applications of various PAI learning models, especially those oriented towards life skills.”*

To gain in-depth information, the author reanalyzed the RPS of the lecturer as informant 1 concerning the initial steps to enhance students' communication skills.

*“Introduction and setting lecture agreements, initial explanation of the 2013 curriculum and independent learning curriculum. Discussion and lecture.”*

The use of learning models and methods in this case aims to develop students' communication skills as stated in the RPS of the lecturer as informant 1.

*“Active learning model, presentation & discussion, cooperative learning.”*

All the findings in the syllabus and RPS documents represent forms of communication to be achieved through the teaching process. Thus, it can be concluded that from the outset of the lectures, the lecturer has strived to enhance students' communication skills as evident in the attached RPS.

### **Collaboration Skills**

To enhance the validity of the findings from interviews, the researcher examined the administrative preparations of the lecturer as informant 2, specifically the semester lecture plan in the Program Study Learning Outcomes (CPPS) from CPL I (ST), revealing that:

*“Demonstrate themselves as stable, mature, wise, and authoritative individuals with good adaptability, flexibility, self-direction, and full initiative in the workplace.”*

Based on the CPPS from CPL I, it is further supported by the CPPS from CPL III (KU).

*“Able to collaborate in teams, demonstrating creativity, innovation, critical thinking, and problem-solving skills in scientific development and task execution in the workplace.”*

To achieve the learning outcomes as outlined in the RPS of the lecturer as informant 2, the efforts documented in the RPS in the learning experience section include:

*“Conducting mini-research in junior high school, preparing guidelines for conducting mini-research.”*

The use of learning models in this case aims to develop students' collaboration skills as stated in the RPS of the lecturer as informant 1.

*“Research-Based Learning, Presentation, Discussion, Project-Based Learning, Problem-Based Learning, Social Learning.”*

The learning models and methods in this case aim to develop students' collaboration skills as stated in the RPS of the lecturer as informant 1.

*“Lecture, presentation, discussion & cooperative learning model, demonstration, small group discussion.”*

Based on the review of the RPS of the lecturers as informants 1 and 2, it can be concluded that the lecturers have endeavored to develop students' collaboration skills as evidenced in the attached RPS. The documentation review reveals that the principle of collaboration in teaching has been implemented.

### Creative Thinking Skills

Learning objectives must be clear and measurable to help students understand creative thinking skills. These objectives can be articulated as competencies or learning indicators, such as: students are able to generate creative ideas in solving problems related to Islamic studies. This is documented in the RPS of the lecturer as informant 2.

*“Students have the ability to accurately analyze and explain material/thoughts/problems and then present the material using the Mind Master application, regarding: understanding material and PAI learning in junior high school. Results of observations and interviews from junior high school.”*

Based on the review of the RPS, it is evident that efforts have been made by lecturers, outlined in the indicators and the expected final abilities, to develop creative thinking skills. This includes using Mind Master, Canva, Kahoot, and QR codes to enable students to develop their creativity by producing products such as videos or images for PAI learning in junior high school. The learning methods used should trigger students' creative thinking skills. The models used by lecturers in learning activities, as documented in the RPS, include group discussions, individual or group assignments, case studies, Project-Based Learning, and Problem-Based Learning. In each method used, students should be encouraged to think creatively and produce original solutions. To gain deeper information, the author reexamined the RPS section CPMK from CPL II (PP) of the lecturer as informant 1.

*“Students are able to explain the latest PAI learning theories to develop TPACK-based PAI learning designs.”*

It can be concluded that in terms of creativity development, it is closely related to the use of technology. Technologies used here, such as Canva, QR codes, Mind Master, and Kahoot, are aimed at academic development. In planning creative thinking skills-based learning, it is important for lecturers to provide space for students to think and explore freely. This helps students hone their creative thinking skills and generate innovative ideas.

### Critical Thinking

Determining learning objectives: Learning objectives must be clear and measurable. Critical thinking skills-based learning objectives in the Islamic Education program can include: (a) improving students' ability to analyze and evaluate information, (b) improving students' ability to make appropriate and wise decisions, (c) improving students' ability to solve problems critically and systematically, and (d) improving students' ability to develop evidence-based and logical arguments. This is documented in the attached RPS of the lecturer. CPPS from CPL III (KU) in the RPS of informant 2.

*“Able to collaborate in teams, demonstrating creativity, innovation, critical thinking, and problem-solving skills in scientific development and task execution in the workplace.”*

The author conducted an in-depth review of the CPMK from CPL III (KU) in the RPS of informant 1 and found that:

*“Students are able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and/or technology according to their field of expertise.”*

Based on the review of the RPS of informants 1 and 2, it is evident that the learning outcomes to be achieved within one semester have been defined. To achieve the desired learning outcomes, supportive methods and learning models are essential. Determining the methods and models used should facilitate the development of critical thinking skills. Some learning methods that can be used in the Islamic Education program include: group discussions, case studies, problem-solving, essay writing, presentations, question and answer, Problem-Based Learning, Research-Based Learning, and Social Learning models.

Table 1.

Analysis of 4C's-Based Learning Planning in the Islamic Education Study Program at the Faculty of Tarbiyah (Informant 1)

Temuan Penelitian  
Analisis perencanaan pembelajaran berbasis 4C's pada program studi Pendidikan Agama Islam Fakultas Tarbiyah Informan 1

KETERAMPILAN	CPPS dari CPL I (ST)	CPPS dari CPL II (PP)	CPPS dari CPL III (KU)	CPPS dari CPL IV (KK)	CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)	CPMK dari CPL I (ST)	CPMK dari CPL II (PP)	CPMK dari CPL III (KU)	CPMK dari CPL IV (KK)
Komunikasi				✓			✓		✓
Kolaborasi	✓				✓	✓			✓
Berpikir Kreatif		✓	✓		✓		✓	✓	✓
Berpikir Kritis				✓				✓	✓

Table 1.2.

Analysis of 4C's-Based Learning Planning in the Islamic Education Study Program at the Faculty of Tarbiyah (Informant 1)

## LANJUTAN

KETERAMPILAN	Kemampuan Akhir yang Diharapkan	Bahan Kajian/ Materi Pembelajaran	Metode Pembelajaran	Waktu Belajar	Pengalaman Belajar	Indikator dan Kriteria Penilaian
Komunikasi	✓	✓	✓		✓	✓
Kolaborasi	✓	✓	✓		✓	✓
Berpikir Kreatif	✓	✓				✓
Berpikir Kritis	✓	✓	✓		✓	✓

Table 2

Analysis of 4C's-Based Learning Planning in the Islamic Education Study Program at the Faculty of  
Tarbiyah (Informant 2)

Analisis perencanaan pembelajaran berbasis 4C's pada program studi Pendidikan Agama Islam Fakultas Tarbiyah (Informan 2)									
KETERAMPILAN	CPPS dari CPL I (ST)	CPPS dari CPL II (PP)	CPPS dari CPL III (KU)	CPPS dari CPL IV (KK)	CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)	CPMK dari CPL I (ST)	CPMK dari CPL II (PP)	CPMK dari CPL III (KU)	CPMK dari CPL IV (KK)
Komunikasi						✓	✓		
Kolaborasi	✓		✓		✓			✓	
Berpikir Kreatif		✓	✓	✓		✓	✓		✓
Berpikir Kritis		✓	✓			✓			

Table 2.1

Analysis of 4C's-Based Learning Planning in the Islamic Education Study Program at the Faculty of  
Tarbiyah (Informant 2)

LANJUTAN						
KETERAMPILAN	Kemampuan Akhir yang Diharapkan	Bahan Kajian/ Materi Pembelajaran	Metode Pembelajaran	Waktu Belajar	Pengalaman Belajar	Indikator dan Kriteria Penilaian
Komunikasi	✓	✓	✓		✓	✓
Kolaborasi	✓	✓	✓		✓	✓
Berpikir Kreatif	✓	✓	✓		✓	✓
Berpikir Kritis	✓	✓	✓		✓	✓

### Analysis of 4C's-Based Learning Planning in the Islamic Education Study Program at the Faculty of Tarbiyah

#### Communication Skills

The planning of communication skills-based learning in the Islamic Education Study Program (PAI) at the Faculty of Tarbiyah aims to develop students' ability to communicate effectively and efficiently within the context of Islamic education (Destriani & Warsah, 2022). This learning plan includes a series of activities and strategies designed to help students acquire communication skills relevant to the increasingly complex and dynamic demands of the professional world.

The initial step taken by lecturers, as noted by Informant 2, to enhance students' communication skills involves several actions. First, the lecturer provides an introduction to the



material to be taught to students through the "Introduction" section. In this section, the lecturer explains the learning objectives and expectations for the students. Next, the lecturer provides a "Learning Contract" to the students. This learning contract includes an agreement between the lecturer and students regarding learning objectives, the material to be taught, teaching methods, and the assessment to be implemented. This aims to ensure that students clearly understand what will be learned and how they will be assessed (Sadik & Abdulmonem, 2021).

Subsequently, the lecturer divides students into several groups or "Divide Groups." These groups aim to facilitate discussion and interaction among group members. Finally, the lecturer assigns students to read articles related to the course. This task is intended to improve reading and comprehension skills and to enhance students' communication abilities by presenting their reading results to their group members (Septianingrum et al., 2022).

This approach can be associated with several theories from experts. The concept of the "Learning Contract" can be linked to the constructivism theory proposed by Jean Piaget and Lev Vygotsky, which emphasizes the active role of students in learning. In the learning contract, students are given the freedom to develop their learning abilities independently and actively participate in the learning process (Anidar, 2017). Additionally, dividing students into groups can be related to Albert Bandura's social learning theory, which emphasizes that learning occurs not only individually but also through social interaction with others (Rosyidi, 2017). Assigning articles for students to read can be associated with Problem-Based Learning (PBL) theory introduced by Howard Barrows and Sue Ann Holmes (Barrows & Tamblyn, 1981).

The learning models and methods used to develop students' communication skills include discussion (cooperative learning). According to Slavin, cooperative learning can increase student motivation and participation, facilitate positive social interaction, and promote effective problem-solving. Johnson and Johnson also suggest that cooperative learning can enhance social skills, critical thinking skills, and academic skills of students, as well as increase their motivation and participation in the learning process (Slavin, 1989).

Moreover, the use of question-and-answer sessions and presenting tasks using the Mind Master application can help students develop speaking and presentation skills, according to Sugiyono. This method is linked to the RPS (Learning Implementation Plan) by Informant 1, which indicates that there are three models and methods for developing students' communication skills: active learning, presentation & discussion, and cooperative learning. Experts such as Bonwell and Eison assert that active learning can improve students' critical thinking, creativity, and communication skills, as well as increase their motivation and participation in the learning process (Aisa Mutiara Sendi et al., 2022). Dornyei's theories also highlight that presentation and discussion can enhance students' speaking, listening, and critical thinking skills (Yaumi, 2015). Thus, the RPS designed to develop communication skills in the PAI study program at the Faculty of Tarbiyah is aimed at facilitating

directed and measurable learning activities to achieve these communication skills as outlined in the attached RPS.

### **Collaboration Skills**

Collaboration skills refer to the ability to work effectively with others to achieve a common goal. Effective collaboration requires communication, negotiation, and problem-solving skills (Destriani, 2022). According to Wageman et al., effective collaboration involves five key characteristics: positive interdependence, clear shared goals, clearly defined and mutually reinforcing roles, a clear framework, and effective communication (Sutarto & Sari, 2020).

In addition to collaboration skills, personal attributes also play a significant role in successful collaboration. The Big Five Personality Traits measure personality in five dimensions: emotional stability (neuroticism), extraversion, agreeableness, openness, and conscientiousness. Positive and stable personalities, such as being mature, wise, authoritative, and self-controlled, can strengthen collaboration skills (Rosito, 2018). Adams emphasizes that work capabilities encompass three main dimensions: technical knowledge and skills, interpersonal skills, and conceptual skills. Adaptability and flexibility are also crucial skills in facing changes and challenges in the workplace (Lwin et al., 2008).

Johnson and Johnson argue that collaboration in teaching contexts can increase student engagement and academic success. Collaboration also helps enhance social and leadership skills, which are beneficial for future employment and careers (B. Johnson, 2007). Kolb's learning experience theory comprises four stages: concrete experience, reflection, conceptual understanding, and testing in new situations (Azrai et al., 2018). In teaching, learning experiences can include activities such as observation, group discussions, or collaborative projects, which help students gain concrete experiences, reflect, and understand related concepts.

Thus, an RPS that emphasizes collaboration skills and effective learning experiences can help improve students' collaboration abilities. The efforts made by lecturers in the RPS can enhance students' learning experiences and enable them to gain concrete experiences, reflect, and understand related concepts.

### **Creative Thinking Skills**

The review of RPS by lecturers on students' creative thinking skills in the PAI study program indicates that students are capable of explaining the latest PAI learning theories to develop TPACK-based PAI learning designs, using QR codes, Mind Master, and Kahoot in learning activities, which can be related to theories of creativity and learning.

Creativity involves the ability to generate new and original ideas that can lead to innovative solutions or products. According to Amabile, creativity involves three elements: domain skills, problem-solving creativity, and intrinsic motivation. Domain skills refer to knowledge, expertise, and

experience in a specific field, such as PAI learning. Problem-solving creativity involves the ability to overcome obstacles and find new solutions. Intrinsic motivation involves the desire to achieve satisfying and self-fulfilling outcomes.

Learning plays a crucial role in developing creative skills. Csikszentmihalyi argues that effective learning should be challenging and allow students to engage in interesting and relevant activities (Nur Kusumo et al., 2022). Challenging and enjoyable learning can enhance creative skills and motivate students to continue learning.

In this context, an RPS that emphasizes creative thinking skills in PAI learning can help students develop domain skills and creativity in problem-solving through TPACK-based PAI learning designs, using QR codes, Mind Master, and Kahoot in learning activities. TPACK (Technological Pedagogical Content Knowledge) refers to knowledge about how technology can be used to teach specific content. QR codes, Mind Master, and Kahoot are learning tools that can increase student engagement in learning.

Additionally, students should be able to explain the latest PAI learning theories to understand effective learning concepts and principles. In PAI learning, the latest learning theories may refer to recent approaches, such as contextual learning and problem-based learning.

Therefore, an RPS that emphasizes creative thinking skills in PAI learning can help students improve their ability to develop effective learning designs and motivate them to continue learning. Students should also have sufficient knowledge and understanding of the latest PAI learning theories to apply these principles in PAI learning designs.

### **Critical Thinking Skills**

Critical thinking skills are crucial for PAI students to apply logical, critical, systematic, and innovative thinking in developing or implementing knowledge and technology relevant to their field of expertise. Critical thinking involves the ability to analyze information, evaluate arguments, and draw logical and rational conclusions (Sutarto et al., 2022).

Several studies have shown that developing critical thinking skills can improve students' academic performance and help them face challenges in the professional world. Additionally, certain learning approaches, such as Problem-Based Learning (PBL), Research-Based Learning (RBL), and Social Learning, have proven effective in enhancing students' critical thinking skills.

In this context, lecturers' efforts to improve PAI students' critical thinking skills through group discussions, case studies, problem-solving, essay writing, presentations, Q&A sessions, and PBL, RBL, and Social Learning models can help students develop their critical thinking abilities (Karolina, 2018).

Group discussions and case studies can help students analyze problems and arguments more critically and systematically. Problem-solving can help students develop the ability to solve complex problems logically and rationally. Essay writing and presentations can help students organize

information, while Social Learning can help students develop critical thinking skills through social interaction and collaboration with classmates and lecturers (Aisa Mutiara Sendi et al., 2022).

In conclusion, an RPS that emphasizes critical thinking skills in PAI learning can help students improve their ability to apply logical, critical, systematic, and innovative thinking in developing or implementing knowledge and technology relevant to their field of expertise. Lecturers' efforts to enhance students' critical thinking skills through group discussions, case studies, problem-solving, essay writing, presentations, Q&A sessions, and PBL, RBL, and Social Learning models can help students develop their critical thinking abilities.

## Conclusion

The 4C's-Based Learning Planning in the Islamic Education Study Program at the Faculty of Tarbiyah concludes that there are written efforts made to enhance the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) in the learning process. It is explained that these efforts are carried out through learning planning that integrates all four aspects of the 4C's. Additionally, there are teaching strategies and methods that support the development of these four aspects, such as collaborative learning, discussions, Q&A sessions, research-based learning, material reviews, presentations, assignments, quizzes, active learning, and project-based TPACK learning using QR Codes, Mind Master, Canva, and Kahoot. It is concluded that the Faculty of Tarbiyah has made efforts to develop the 4C's skills in students of the Islamic Education Study Program by designing appropriate learning plans and combining various effective teaching strategies.

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