THE APPLICATION OF 4C TEACHING STRATEGY IN "WHO WAS INVOLVED?" AS CONNECTIVISTIC APPROACH

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan dari strategi pembelajaran 4C pada materi "Who was Involved?" dan bagaimana masalah dalam menerapkan teknologi sebagai pendekatan konektivistik untuk peserta didik kelas XII. Pendekatan deskriptif kualitatif digunakan dalam penelitian ini. Secara khusus seebanyak 32 peserta didik dalam satu kelas telah dianalisis dengan melakukan observasi pada proses pembelajaran.peneliti memberikan kuesioner dan tes kepada seluruh peserta didik untuk mendukung data agar mengetahui bagaimana masalah dalam menggunakan teknologi sebagai pendekatan konektivistik dalam menerapkan strategi pembelajaran 4C. Berdasarkan hasil dan pembahasan, peneliri menunjukkan bahwa dalaam penerapan strategi pembelajaran 4C menggunakan teknologi tidak berjalan secara sempurna dan terdapat beberapa masalah yang dihadapi guru dan peserta didik, yaitu dikarenakan terbatasnya alat untuk pembelajaran daring, itu menyulitkan para peserta didik unutk berkolaborasi dengn yang lain atau bekerja kelompok, dikarenakan pembelajaran daring membuat peserta didik tidak dengan leluasa menunjukkan kreatifitasnya, dikarenakan berkurangnya interaksi antara guru dan murid, menghabiskan banyak kuota internet, tidak semua peserta didik memiliki fasilitas pembelajaran daring.

Kata Kunci: *4C, strategi pembelajaran, konektivistik.*

Abstract

This study aims to know how is how is the application of 4C teaching strategy in "Who was Involved?" material unit and how is the problem in applying technology as connectivistic approach for XII Grade student. Qualitative descriptive design is used in this study. In particular 32 students in 1 class were analyzed by doing observation in teaching learning practice. The researcher give questionnaire and test to all the students to support the data in order to know how is the problem in using technology as connectivistic approach in applying 4C teaching strategy. Based on the finding and discussion, the reseach showed that the application of 4C teaching strategy using technology doesn't work perfectly and there are some problem faced by the teacher and students, those are due to the limited use of tools for online learning, it is difficult for students to collaborate with others or work together in group, because of online learning makes students limited in showing their creativity, because of reduced the interaction between teacher and students, consumes a lot of internet quota, not all students have online learning faclities.

Keywords: *4C, teaching strategy, connectivistic.*

Introduction

This Text-Based Learning is included in the English Teaching section which is applied in Indonesia. In the learning process directs students to be able to understand and produce the written and spoken texts in various contexts. Like what Morcom (2016) said, he defines scaffolding as the provision of temporary assistance provided to students until they become independent in completing their learning tasks. The temporary process that enables students to perform a task that they do not yet have the competence to complete independently.

Teaching English as first foreign language must be connected to policy context. In the 2013 Curriculum, skills are needed by the nation's children in order to have a number of skills needed in life in the 21st century. The Partnership for 21st century skills

(p21) identified 4C skills are critical thinking skills, creative thinking skills, communication skills and collaboration skills. Redhana (2019) said all the skills a person needs to successfully face challenges, an increasingly complex and uncertain life, and to succeed in life and a career in the world of work are 21st century skills.

In implementing this 4C, technology must be inserted in learning process. This information technology requires teachers must be able to form students who are independent, think critically, are able to communicate, use technology and also collaborate with others. The use of this technology should not only occur during a pandemic, but because of pandemic period, the implementation of distance learning is assisted by technology. In the implementation of learning today, when in teaching learning process we do not use a suitable approach, the use of technology cannot be applied properly. As said by Yohannes that the negative impact of the use of technology is a change in behavior, ethics, norms, rules, or the morals of life contrary to ethics, norms, rules, and the moral life of society.

In now condition, when in teaching learning process are not creative in choosing a learning approach, the learning process will run poorly. Therefore, that in ideal conditions for now we must use should use the 4C skills and consider technology in learning. In this study, the researcher wanted to know how is the application of 4C teaching strategy in "Who was Involved?" material unit as connectivistic approach.

4C skills are attached in lesson plan, this thing can be proved by the results of research conducted by Muhammad Fadil Radifan and Ratna Dewanti with the title "The Incorporation of 4C Skills in Senior High School English Teachers' Lesson Plans". Their paper focused on the analysis of ten lesson plans by three senior high school terachers in Jakarta. A qualitative study was used in his study. This study Found that all lesson plans that were analyzed have incorporated all of the four 4C skills, which consist of creativity and innovation, critical thinking and problem solving, communication, and collaboration. Among all indicators of the 4C skills' incorporation, some were found to be incorporated in all lesson plans regardless of their topics, while others were more dominantly incorporated in lesson plans that discuss certain topic categories.

Meanwhile, second research was entitled "Enganging with Edmodo To Teach English Writing of Narrative Texts to EFL Students" by Yunisrina Qismullah Yusuf and Nira Erdiana. Their paper aimed to explore the effect of teaching English writing of Narrative Texts by using Edmodo learning media through blended learning on the X grade students in senior high school. The data were gained quantitatively and qualitatively. The quantitative data were collected from the pre-test, treatments for three class meetings and the post-test, while the qualitative data was collected through the open-ended questionnaire which was distributed to the students after the treatments were done. The results from the analysis of quantitative data showed that there was an improvement in students' writing of narrative texts; their scores improved from the pre-test to the post- test after treatments with Edmodo were done. Furthermore, the analysis of the questionnaire revealed a majority of positive responses from the students.

The third research was carried out by Inayatul Ulya and M. Fajru Sidqi with the title Application Of Social Media-Based Information Technology On Writing For Professional Context Learning. Their paper to explain the application of social media-based information technology in learning Writing for Professional Context. This research use Case Study by using descriptive qualitative design. The subject of this research is the students of English Language Education who are taking the Writing for

Professional Context in the 2018/2019 Academic Year course. Learning is applied with a genre based learning approach, in each cycle there are activities that include the use of social media both in learning and assignments. Youtube is used as BKOF cycle sharpener, WhatsApp is used as MOT and JCOT mode, while Webblog and Youtube are used in ICOT mode. With the help of social media, students can demonstrate writing skills, corrective steps, and optimal cognitive and psychomotor learning achievements. The similarities between their research and the writer's research are both research talk about the technology in learning process, using descriptive qualitative studu, the subject is english students and same using Genre Based Learning approach in learning which applied. Besides that, there are some differences between their research and the writer's research they are the topic of the resarch that their research is about only on technology thing but in the writer's resesrch besides technology also the taching strategy, the aim of the study that their research aimed to explain the application of technology berbasis sosial media dalam pembelajaran but in the writer's research aimed to explain how is the application of 4C teaching strategy and the problems in using technogy, and on research subject in their research is students university but in tbe writer's research is students of vocational high school.

According to Brown (2007: 7), learning is acquiring the knowledge of a subject or a skill by study, experience, or instruction. Brown (1994: 7) added Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. A series of learning is formatted in one package of curriculum. In this case, curriculum can be viewed as an educational program that states; goals, materials, teaching-learning process, and assessement.

Vocational education is part of the education system that prepares a person to be more able to work in a group or in one field of work from the fields of other overload (Murniati and Usman (2009: 1). Sumartono in Marsigit (2008) said English language teaching syllabus designed based on CBE (Competency-Based Education) does not focus on subject knowledge of English and skills constituting that knowledge but on competencies or learning outcomes underlying the syllabus framework, that is, on how well the learners can perform on specific learning skills It is in line with senior high school English teaching, especially in general English subject.

The 'Framework for 21st Century Learning' proposed by the US-based Partnership for 21st Century Learning (P21) highlights the '4Cs' (Critical thinking, Communication, Collaboration and Creativity), a range of attributes which it proposes should be developed within the context of teaching core subject areas.

Communication includes the ability to express thoughts clearly and persuasively both orally and in writing, articulate opinions, communicate coherent instructions and motivate others through speech. In this context, clear and effective communication skills and the use of technologies and social media are key to effective collaboration. People will need to be comfortable with collaborating at a distance, and simulating those interactions in education will have clear benefits on the skills of the workforce. Critical thinking draws on other skills such as communication, information literacy and the ability to examine, analyse, interpret and evaluate evidence. It is presented as relevant within the field of formal education, and also within business and responsible social citizenship (NEA, 2010, cited in Scott, 2015). Creativity is defined in terms of the capacity to generate new ideas and solutions, 'break new ground', invoke fresh ways of thinking, pose unfamiliar questions, and arrive at unexpected answers (Gardner 2008, Sternberg 2007, both cited in Scott, 2015).

The Scientific Approach encompasses both of these moves. Curriculum 2013 aims to prepare Indonesian citizens to live as individuals and citizens who are active, creative, imaginative, and affective, and who can contribute to society, country, state, and global civilization (Permendikbud 70/2013).

The theory of connectivism was first introduced by George Siemens, where this theory integrates the principles explored through chaos theory, networks, complexity and self-organizing.

Connectivism is the integration of principles explored by chaos, network, and complexity and self-organization theories. There are some principles of Connectivism, those are Learning and knowledge rests in diversity of opinions, Learning is a process of connecting speacialized nodes or information sources. Learning may reside in non-human appliances, Capacity to know more is more critical than what is currently known, Nurturin and maintainin connections is needed to facilitate continual learning, Ability to see connections between fields, ideas, and concepts is a core skill, Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities, Decision-makin is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shiftin reality. While there is a right answer now, it may be wron tomorrow due to alterations in the information climate affecting the decision.

Research Method

This research used descriptive model, because it only describes what has happened in real condition using appropriate data. The writer only described what has happened during the research period. According to Gay (1992: 217), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

This study tooke place in SMK Gondang at XII Grade of Computer and Network Engineering 1. This study choose this school because it is an on going internship activity by the writer. Furthermore, in collecting data done by the researcher in September 26th 2020. In this research, the primary source was obtained from the instrument using observation, questionare and test. In this research, a secondary source was obtained from the relevant source such as lesson plan, textbook and syllabus. Technique of collecting data deals with how the researcher collected the data. This study used observation sheet , questionaire and test in collecting data.

According to Miles and Huberman (1994:10), analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification. This study use Mile's and Huberman's theory in analyzing the data, so there are three steps to do, they are data reduction that is process of selecting the data, data display the researcher shows or displays the data not only as generally but specifically and clearly and last conclusion drawing, the researcher interpret the data that had been previously classified based on the indicators. The data described by using a narrative form and enriching the information appropriate with evidence.

Finding and Discussion

Finding of this research are in the form of explanations of how the of 4C teaching strategy in "Who was Involved?" material unit as connectivistic approach.

A. The appication of 4c teaching strategy in "Who was Involved?" Material Unit.
1. Communication

In communication skill, by asking the students to present their discussion and providing opportunities for students to express their ideas, discuss with their friends or solve problems from their educators. When applying communiction skills, there are material contents that instruct to do communication both orally or in writing by complete the news, write a news report, and retell the event. In this skill, the students articulate thughts or ideas in various contexts, teacher give additional score to make students active in the class, students guided to use media to communicate effectively in diverse environment using various language. The student also asses the impact of using media to cmmunicate. But in applying this skill, the students do not want to present their results, arguing that they have not finished their assignments. Besides that, they are also afraid that their answer will be wrong, and they also not confidence to present their opinion.

2. Collaboration

In collaboration skill, students are asked to identify the generic structure and lingsuistic features of the news item text given. In the reality when applying this skill, there are the contents of the material which is command to do collaborate with other by warming up with Group Share, talk about something in small group, find another example of news item text and choose an interesting news and working in pairs to check the other's writing. The teacher use creative ways to form group such as using numbers, self selection, etc. All students share roles and ideas or good ideas with other groups give and receive feedback from other groups. Group members support each other's group decisions. But in applying this skill There are some students do not listen and acknowledge the opinions or ideas from their partner and do not listen to others when they are having an opinion or in a conflict situation while working in a group.

3. Critical Thinking

In critical thinking, the teacher gives students the opportunity to identify as many things as possible that are not understood, then ask or provide input regarding the material presented to the teacher via Whatsapp group. In critical thinking, there are some contents of the material which is command to do critical thinking by answering the questions based on the news that have just read, create questins about two text and ask their friend or teacher to get the answer, observe the verbs or texts and think individually, and respnd to the questions. But in applying this skill, there are some students are not asked to think critically, not trained by linking the concept of the material and not helped by the teacher to learn independently. Most of students were silent and did not give respon to the opportunity to ask the question when they did not understand.

4. Creativity

Teacher and studednts make a c onclussion related to the things that have learned about News Item Text. Then, the teacher give oppoertunity to the tudents to ask the question related to the material that they have not understand. In applyng creativity skill, there are some contents of the material which is command to do creativity by creating their wn sentences, download news item text, find the other example of nes item text and write a news item text. In implementing this skill, many students do not understand the material that has

been delivered because of online learning, so many of them cannot conclude what material has been studied. Teacher using digital media in lerning process and student are asked to create the ideas. All students are asked to conclude the material and the teacher gives feedback to their opinion. Each student criticize to their classmates' opinion. Besides that, there are some students are not ask question to the teacher relate to their material.

B. The problem in applying technology as connectivistic approach for Grade XII student

1. Learning and knowledge rests in diversity of opinions.

   In this principle, Students are asked to send or present the results of the discussion via the Whatsapp group. In applying this, the condition Many students do not understand the material, due to the limited use of tools for online learning, it is difficult for students to collaborate with others or work together in group.

2. Learning is a process of connecting speacialized nodes or information sources.

   In this principle, Students are then given the opportunity to ask again things that have not been understood, by creating a conducive environment such as creative teachers and giving freedom to students to develop creativity. But there is some problem in applying, Because of online learning makes students limited in showing their creativity.

3. Learning may reside in non-human appliances.

   This principle is not applied in the learning process because of reduced the interaction between teacher and students, consumes a lot of internet quota, not all students have online learning faclities.

4. Capacity to know more is more critical than what is currently known.

   In this principle, The teacher provides the opportunity for students to identify as many things as possible that have not been understood, then ask / provide input regarding the material submitted to the teacher via the Whatsapp group . But in implementing, The students are less active in learning activities and students do not understand the learning material.

5. Nurturin and maintainin connections is needed to facilitate continual learning.

   In this principle, Students are asked to identify the generic structure and lingsuistic features of the news item text given. But in implementing Not many students understand the material, there are some students who make mistakes in identifying the problem.

6. Ability to see connections between fields, ideas, and concepts is a core skill.

   In this principle, The teacher provides the opportunity for students to identify as many things as possible that have not been understood, Students are asked to identify generic structures and linguistic features on the News Item Text provided through the Whatsapp Group. But in implementing, The students are less active in learning activities and students do not understand the learning material.

7. Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.

   In this principle, Teachers and students make conclusions about what they have learned related to the News Item Text material. But in implementing, Reduced the interactin between teacher and students, consumes a lot of internet quota, not all students have online learning faclities.

8. Decision-makin is itself a learning process.

In this principle, The teacher provides the opportunity for students to identify as many things as possible that have not been understood. But in implementing The students are less active in learning activities and students do not understand the learning material.

Conclussion

Based on the data in research finding, there are several-points that can be concluded that the application of 4C teaching strategy using technology doesn't work perfectly and there are some problem faced by the teacher and students, those are due to the limited use of tools for online learning, it is difficult for students to collaborate with others or work together in group, because of online learning makes students limited in showing their creativity, because of reduced the interaction between teacher and students, consumes a lot of internet quota, not all students have online learning faclities.

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