PERAN DAN PROBLEMATIKA GURU MENGEMBANGKAN KETERAMPILAN 4C ABAD 21 MASA PANDEMI DI SEKOLAH DASAR

SKRIPSI

diajukan untuk memenuhi sebagian syarat memperoleh gelar Sarjana Pendidikan
pada Program Studi Pendidikan Guru Sekolah Dasar

Oleh

Tessa Salma Monika

NIM 1900120

PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR

UNIVERSITAS PENDIDIKAN INDONESIA

KAMPUS SUMEDANG

2023

PERAN DAN PROBLEMATIKA GURU MENGEMBANGKAN KETERAMPILAN 4C ABAD 21 MASA PANDEMI DI SEKOLAH DASAR

Oleh:
Tessa Salma Monika

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Sarjana Pendidikan pada Program Studi Pendidikan Guru Sekolah Dasar

© Tessa Salma Monika 2023
Universitas Pendidikan Indonesia 2023

Hak Cipta dilindungi undang-undang. Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian dengan dicetak ulang, di foto kopi, atau cara lainnya tanpa ijin dari penulis

LEMBAR PENGESAHAN

TESSA SALMA MONIKA

PERAN DAN PROBLEMATIKA GURU MENGEMBANGKAN KETERAMPILAN 4C ABAD 21 MASA PANDEMI DI SEKOLAH DASAR

Disetujui dan disahkan oleh pembimbing:

Pembimbing I

Dr. Julia, S.Pd., M.Pd.

NIP. 198205132008121002

Pembimbing II

Dadan Nugraha, S.Pd., M.Pd.

NIPT. 920171219871109101

Mengetahui

Ketua Program Studi PGSD Kampus Sumedang

Dr. Julia, S.Pd., M.Pd.

NIP. 198205132008121002

PERAN DAN PROBLEMATIKA GURU MENGEMBANGKAN KETERAMPILAN 4C ABAD 21 MASA PANDEMI DI SEKOLAH DASAR

Tessa Salma Monika

1900120

ABSTRAK

Proses pengembangan keterampilan 4C abad 21 di masa pandemi Covid-19 terhambat akibat adanya keterbatasan proses pembelajaran. Peran guru terhambat akibat proses pembelajaran yang berubah secara jarak jauh memanfaatkan teknologi. Tujuan dari penelitian ini untuk menginvestigasi terkait peran guru dan problematika guru maupun solusi mengembangkan keterampilan 4C di masa pandemi. Penelitian ini dapat menjadi dasar perbaikan proses pengembangan keterampilan 4C di SD. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. Pengumpulan data dilakukan menggunakan wawancara bersifat tidak terstruktur atau terbuka (*open ended*) menggunakan *google form* terhadap 27 guru di wilayah Kabupaten Bandung, Jawa Barat. Hasil temuan penelitian diuraikan menjadi enam tema bahasan yaitu: hambatan pengembangan keterampilan 4C, penunjang keterampilan 4C, kreativitas yang berpusat pada siswa, berpikir kritis melalui pemecahan masalah, percaya diri dalam keterampilan berkomunikasi, dan keterampilan berkolaborasi melalui pengelompokan. Hasil penelitian menunjukkan peran guru terhambat dalam merancang pelaksanaan pembelajaran yang memuat keterampilan 4C, proses pelaksanaan pembelajaran terbatas, kurangnya penguasaan teknologi penunjang pembelajaran, dan evaluasi pembelajaran yang terbatas. Sehingga dapat disimpulkan bahwa pengembangan keterampilan 4C pada masa pandemi masih cukup terhambat akibat keterbatasan pembelajaran, namun para guru berupaya mengembangkan keterampilan 4C melalui kegiatan pembelajaran tatap muka terbatas di sekolah, guru kunjung, dan bekerja sama dengan orang tua selama pembelajaran di masa pandemi.

Kata Kunci: keterampilan 4C; pembelajaran masa pandemi; peran guru; problematika guru

THE ROLE AND PROBLEMS OF TEACHERS IN DEVELOPING 21ST CENTURY 4C SKILLS DURING THE PANDEMIC IN ELEMENTARY SCHOOLS

Tessa Salma Monika

1900120

ABSTRACT

The process of developing 21st century 4C skills during the Covid-19 pandemic was hampered due to the limitations of the learning process. The role of the teacher is hampered due to the changing learning process remotely using technology. The purpose of this study was to investigate the role of teachers and teacher problems as well as solutions to develop 4C skills in pandemic situation. This research can be used as a reference for improving the 4C skill development process in elementary schools. This study uses a qualitative method with a case study design. Data collection was carried out open ended interviews using Google Forms for 27 teachers in the Bandung Regency area, West Java. The research findings are described into six discussion themes, namely: obstacles to developing 4C skills, supporting 4C skills, developing creativity in students, critical thinking through problem solving, confidence in communication skills, and collaboration skills through grouping. The results showed that the teacher's role was hampered in designing the implementation of learning that included 4C skills, limited learning implementation processes, lack of mastery of learning support technology, and limited learning evaluation. So it can be concluded that the development of 4C skills during the pandemic is still quite hampered due to limited learning, but teachers are trying to develop 4C skills through limited face-to-face learning activities at schools, visiting teachers, and collaborating with parents during learning during the pandemic.

Keywords: *4c skills; pandemic learning; teacher problems; the role of teachers*

DAFTAR ISI

KATA PENGANTAR ..... **i**
UCAPAN TERIMA KASIH ..... **ii**
ABSTRAK ..... **iv**
ABSTRACT ..... **v**
DAFTAR ISI ..... **vi**
DAFTAR TABEL ..... **viii**
DAFTAR LAMPIRAN ..... **ix**
BAB I PENDAHULUAN **1**
1.1 Latar Belakang Penelitian 1
1.2 Rumusan Masalah Penelitian 4
1.3 Tujuan Penelitian 4
1.4 Manfaat Penelitian 4
1.5 Struktur Organisasi Skripsi 5
1.6 Luaran Penelitian 6
BAB II KAJIAN PUSTAKA **7**
2.1 Keterampilan 4C Pada Abad ke-21 7
2.1.1 Hakikat Keterampilan 7
2.12 Keterampilan 4C 8
2.2 Peran Guru dalam Mengembangkan Keterampilan 4C 9
2.2.1 Hakikat Peran 9
2.3 Problematika Keterampilan 4C pada Masa Pandemi 10
2.3.1 Hakikat Problematika Pembelajaraan 10
2.3.2 Problematika Keterampilan 4C 10
2.4 Penelitian yang Relevan 11
BAB III METODE PENELITIAN **12**
3.1 Desain Penelitian 12
3.2 Partisipan dan Tempat Penelitian 12
3.3 Pengumpulan Data 14
3.4 Analisis Data 14
BAB IV TEMUAN DAN PEMBAHASAN **16**

4.1 Temuan 16
4.1.1 Peran Guru dalam Mengembangkan Keterampilan 4C 16
4.1.2 Problematika Guru dalam Mengembangkan Keterampilan 4C ... 28
4.1.3 Solusi dalam Mengembangkan Keterampilan 4C 31
4.2 Pembahasan 33
4.2.1 Peran Guru dalam Mengembangkan Keterampilan 4C 33
4.2.2 Problematika Guru dalam Mengembangkan Keterampilan 4C ... 36
4.2.3 Solusi dalam Mengembangkan Keterampilan 4C 36
BAB V SIMPULAN, IMPLIKASI, DAN REKOMENDASI 38
5.1 Simpulan 38
5.2 Implikasi 38
5.3 Rekomendasi 39
DAFTAR PUSTAKA 40
LAMPIRAN 43

DAFTAR TABEL

Tabel 3.1 Asal Kecamatan Responden Penelitian..... 13

DAFTAR LAMPIRAN

Lampiran 1. Instrumen Penelitian 43
Lampiran 2. Hasil Wawancara 48
Lampiran 3. SK Pembimbing 71
Lampiran 4. Lembar Monitoring Pembimbing I 72
Lampiran 5. Lembar Monitoring Pembimbing II 73
Lampiran 6. LoA 74
Lampiran 7. Artikel 75

DAFTAR PUSTAKA

Abualrob, M. M. (2019). The Role of Teachers in Developing the 21st Century Skills for the Elementary School Students. *Interdisciplinary Journal of Environmental and Science Education*, 15(1), 1-8. https://doi.org/10.29333/ijese/6368

Anagün, Ş. S. (2018). Teachers' Perceptions about the Relationship Between 21st Century Skills and Managing Constructivist Learning Environments. *International Journal of Instruction*, 11(4), 825-840. https://doi.org/10.12973/iji.2018.11452a

Astutik, P., & Hariyati, N. (2021) Peran Guru dan Strategi Pembelajaran dalam Penerapan Keterampilan Abad 21 Pada Pendidikan Dasar dan Menengah. *Jurnal Inspirasi manajemen* pendidikan, 9(3), 619-638.https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan /article/view/39763

Bodur, E., Özkan, F., Altun, E., & Şimşek, Ö. (2009). The Role of Teacher in Web Enhanced Learning Activities in Primary School Information Technologies Lesson: A Case Study. *Procedia-Social and Behavioral Sciences*, 14(1), 1043-1051. https://doi.org/10.1016/j.sbspro.2009.01.188

Cruz, M. & Orange, E. (2016). 21st Century Skills in the Teaching of Foreign Languangest Primary and Secondary Schools. *Turkish Journal of Educational Technology*, 7(1), 1-12. https://recipp.ipp.pt/handle/10400.22/9400

Creswell, John W. (1998). Qualitative Inquiry and Research Design: Choosing Among Five Traditions. SAGE Publications

Chalkiadaki, A. (2018). A Systematic Literature Review of 21st Century Skills and Competencies in Primary Education. *International Journal of Instruction*, 11(3), 1-16. https://doi.org/10.12973/iji.2018.1131a

Haug, B. S., & Mork, S. M. (2021). Taking 21st Century Skills from Vision To Classroom: What Teachers Highlight as Supportive Professional Development in the Light of New Demands from Educational Reforms. *Teaching and Teacher Education*, 14(1), 103-286. https://doi.org/10.1016/j.tate.2021.103286

Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-Century Teaching Skills: The Key to Effective 21st-Century Learners. *Research in Comparative and International Education*, 14(1), 99-117. https://doi.org/10.1177/1745499919829214

Karatsiori, M. (2016). European Profile for Language Teacher Education: Meeting The Challenge for Sharing Common Competences, Knowledge, Strategies And Values. *Cogent Education*, 3(1), 1-29. https://doi.org/10.1080/2331186X.2016.1199125

Martinez, C. (2022). Developing 21st century teaching skills: A case study of teaching and learning through project-based curriculum. *Cogent Education*, 9(1), 1-16. https://doi.org/10.1080/2331186X.2021.2024936

Melis, C., Falcicchio, G., Wold, P. A., & Billing, A. M. (2021). Species identification skills in teacher education students: the role of attitude, context and experience. *International Journal of Science Education*, 43(11), 1709-1725. https://doi.org/10.1080/09500693.2021.1928326

Mourlam, D. J., De Jong, D., Shudak, N. J., & Baron, M. (2019). A Phenomenological Case Study of Teacher Candidate Experiences During a Yearlong Teacher Residency Program. *The Teacher Educator*, 54(4), 397-419. https://doi.org/10.1080/08878730.2019.1590750

Mardhiyah, R. H., et al. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29-40. https://doi.org/10.31849/lectura.v12i1.5813

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. SAGE Publications.

Sumardi, L., Rohman, A., & Wahyudiati, D. (2020). Does the Teaching and Learning Process in Primary Schools Correspond to the Characteristics of the 21st Century Learning?. *Internasional Journal of Instruction*, 13(3), 357-370. https://doi.org/10.29333/iji.2020.13325a

Syah, M. F. J., Harsono, H., Prayitno, H. J., & Fajriyah, D. S. (2019). Competency Mastery of Information Literacy and Collaboration on Prospective Teacher

Students. *Dinamika Pendidikan*, *14*(1), 13-25. https://doi.org/10.15294/dp.v14i1.16808

Septikasari, R., & Frasandy, R. N. (2018). Keterampilan 4C abad 21 dalam pembelajaran Pendidikan dasar. *Tarbiyah Al-Awlad*, 8(2), 107-117. https://doi.org/10.15548/alawlad.v8i2.1597

Salmia, S., & Yusri, A. M. (2021). Peran Guru dalam Pembelajaran Abad 21 di Masa Pandemik Covid-19. *Indonesian Journal of Primary Education*, *5*(1), 82-92. https://doi.org/10.54371/jiepp.v1i1.74

Sugiyono. (2013). *Metode Penelitian Kuantitatif & Kualitatif dan R&D*. Alfabeta.

Tan, J. P. L., Choo, S. S., Kang, T., & Liem, G. A. D. (2017). Educating for Twenty-First Century Competencies and Future-Ready Learners: Research Perspectives from Singapore. *Asia Pacific Journal of Education*, 37(4), 425-436. https://doi.org/10.1080/02188791.2017.1405475

Tindowen, D. J. C., Bassig, J. M., & Cagurangan, J. A. (2017). Twenty-First-Century skills of alternative learning system learners. *Sage Open*, 7(3), 1-8. https://doi.org/10.1177/2158244017726116

Vreeburg Izzo, M., Yurick, A., Nagaraja, H. N., & Novak, J. A. (2010). Effects of A 21st-Century Curriculum on Students' Information Technology and Transition Skills. *Career Development for Exceptional Individuals*, 33(2), 95-105. https://doi.org/10.1177/0885728810369348

Van de Oudeweetering, K., & Voogt, J. (2018). Teachers' Conceptualization and Enactment of Twenty-First Century Competences: Exploring Dimensions for New Curricula. *The Curriculum Journal*, 29(1), 116-133. https://doi.org/10.1080/09585176.2017.1369136

World Economic Forum. (2015). *New Vision for Education: Unlocking the potential of technology.* BC: British Columbia Teachers Federation.

Wahyuningsih, S. (2013). *Metode Penelitian Studi Kasus.* Madura: UTMPress.