

**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



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KAMPUS SUMEDANG**

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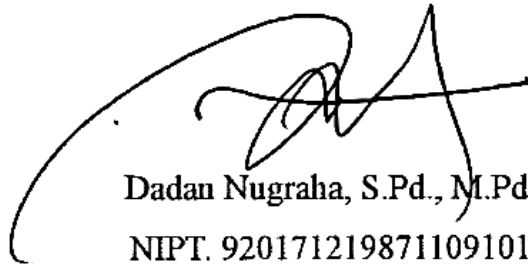
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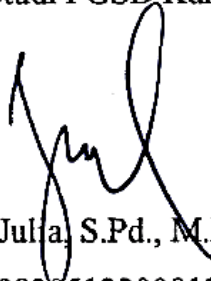


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ABSTRAK

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**

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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*

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