# 4C abilities (critical thinking, communication, collaboration, creativity) of elementary school students in learning the Indonesian language

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| Article info | Abstract |
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| | This research is motivated by students' inability to solve problems and express ideas, and students find it challenging to develop their abilities, especially in learning Indonesian. So, students need to be able to solve problems with their abilities. In this case, the education system must realize that students can think critically, communicate well, collaborate, and be creative. This research aims to describe the 4C abilities (critical thinking, communication, Collaboration, Creativity) of SDN 193 Pekanbaru students in learning Indonesian. This descriptive qualitative research uses data collection techniques, observation, interviews, and documentation. Data analysis techniques use data reduction, data presentation, and conclusions. The results show that students at SDN 193 Pekanbaru have 4C abilities, which include critical thinking skills, communication, Collaboration, and Creativity. However, even though students already have the 4C skills, there are still students who have not been able to master these four abilities due to a lack of interest in developing their skills, and at SDN 193 Pekanbaru, there are inclusion students. In this case, teachers always guide and hone students' abilities through various learning activities. |

## 1. Introduction

Education is the process of activities to gain knowledge or new insights. Education occurs first in the family, community, and school environments (Angga et al., 2021). Seeing this, it can be understood that the family is the first place students get an education. Parents at home become educators to teach their children in learning and guide them to behave well. Then, in the community, it indirectly becomes a place of education for students. Students can learn about the norms that apply in the community and the culture. Furthermore, no less critical, schools as educational institutions are also a place for students to obtain education. At school, students are not only limited to understanding the material or given assignments but they are designed to help students recognize and develop their abilities, such as the 4C (critical thinking, communication, collaboration, creativity) skills.

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The 4C ability, which includes critical thinking, communication, Collaboration, and Creativity, was first raised in Indonesia when the Ministry of Education and Culture began to use the 2013 curriculum. In the independent curriculum, the 4C ability is still applied; this is evidenced by the independent curriculum's learning material, which requires students to think critically, communicate, collaborate, and be creative. Therefore, in learning activities at school, teachers are expected to be able to create a learning environment that emphasizes students' 4C skills. Emphasizing the 4C abilities (critical thinking, communication, Collaboration, Creativity) will make students ready and skilled to overcome the problems they experience. This statement follows the results of research carried out in the study of Virza & Lestari (2023), where the results of the research say that the 4C ability has a good impact on the personal progress of every student, ensuring that students not only have academic knowledge but also as a step forward in improving the quality of education in Indonesia.

In this case, Indonesian lessons are one of the subjects that apply the 4C skills in the learning process. Indonesian lessons are a subject that always exists at every level of education in Indonesia. They are taught to students from elementary school to college. Indonesian lessons are taught according to the level of each student with different learning materials. This aims to encourage students to be able to speak the language by using ideas critically, communicating well, cooperating, and being creative.

Based on the results of initial observations, in the Indonesian learning process, the 4C (critical thinking, communication, Collaboration, Creativity) skills in SDN 193 Pekanbaru students are not optimal. Students are more passive; in the learning process, students sit sweetly, listen, and write what the teacher notes on the board without being able to criticize the meaning of the writing. This is also supported by the results of an interview with one of the homeroom teachers at SDN 193 Pekanbaru, who stated that students are still transitioning from the COVID era, so it is still challenging to develop the thoughts of students who are capable of 4C, as for the problems experienced, namely the first in Critical thinking he said it is still challenging to arouse students' interest in giving birth to critical thinking student thoughts. Second, in Communication in Indonesian learning, some students still struggle to express ideas, feelings, and ideas in sentences. Third, in collaboration, students, if given assignments in group work, still want to do so, but on the one hand, some students are uncomfortable interacting with their group friends. Fourth, in creativity, students must be forced to do something; if they are not, they will still have difficulty being creative.

The results of the observations and interviews presented above are in line with what Berjamai and David (2020) stated that there are still students who are not able to think critically, characterized by students' inability to solve problems, students do not dare to come up with ideas, ideas, or ask questions about material that has not been understood. According to Nani (2019) in his research, it was found that there are students who still have difficulty communicating orally or in writing, and students have not fully dared to speak in public because of a lack of confidence; the use of grammar, pronunciation, pressure, or intonation can prevent students from communicating optimally. Furthermore, according to Nurwahidah et al. (2021), information was obtained that some students could not cooperate optimally in groups on the tasks the teacher gave. According to Nita (2019), students' creativity level at school is still low, and students are less active in learning.

From the above problems, it can be concluded that the obstacle in learning Indonesian is motivated by the lack of 4C (critical thinking, communication, collaboration, creativity) skills in students, so it is difficult for them to express their ideas, ideas, and desires. To overcome this phenomenon, a stimulus is needed so that teaching and learning activities run effectively as expected. During the learning process, activities are required that support students' ability to think critically, communicate, collaborate, and be creative. Therefore, referring to the statement above, the researcher is interested in conducting further research on "The 4C (Critical thinking, Communication, Collaboration, Creativity) Abilities of SDN 193 Pekanbaru Students in Indonesian Language Learning" to further understand the 4C abilities in students at the elementary school level by focusing on describing the skills of students that reflect the 4C (critical thinking, communication, collaboration, creativity) abilities.

## 2. Method

The researcher uses a qualitative research approach with a descriptive method. According to Anggito and Setiawan (2018), qualitative research aims to understand phenomena in social life based on complex and detailed actual conditions. Meanwhile, according to Abdussamad (2021), qualitative research focuses on natural events and is best done in the field rather than in the laboratory. In this study, the researcher can describe several existing events, either systematically or accurately, regarding a fact being researched so that the researcher can explain several explanations of the situation or conditions found in the field directly, namely the 4C (critical thinking, communication, collaboration, creativity) ability students of SDN 193 Pekanbaru in learning Indonesian to achieve the success of the educational process in elementary school.

The researcher used data collection techniques through observation, interviews, and documentation in this study. In the observation technique, the researcher directly observed SDN 193 Pekanbaru. Furthermore, in the interview technique, the researcher interviewed teachers and homeroom teachers of grades II, III, IV, V, and VI of SDN 193 Pekanbaru. The researcher obtained books, photos, and notes related to the students' 4C abilities in the documentation technique. The researcher also tested the validity of the data, namely by using source, method, and time triangulation.

Furthermore, for data analysis, the researcher uses three stages, namely data reduction; the researcher simplifies the data by entering reliable data for research discussion—moreover, the stage of presenting data, namely in the form of a narrative description. The narrative text contains the 4Cs (critical thinking, communication, collaboration, creativity) skills of SDN 193 Pekanbaru students in Indonesian language learning. Then, the conclusion stage is to find the answer to the research problem regarding the description of the 4C abilities of SDN 193 Pekanbaru students in learning Indonesian.

**Table 1.** Research instrument grid

| Indicator | Aspects Observed |
| --- | --- |
| Critical thinking skills | Identify the problem |
| | Analyze |
| | Troubleshoot |
| | Drawing conclusions |
| Communication skills | Language use |
| | Clarity |
| | Delivery method |
| | Ask |
| Collaboration capabilities | Able to collaborate |
| | Mutual respect |
| | Responsible |
| Creativity ability | Able to be creative |
| | Creating ideas/ideas |
| | Able to demonstrate |

Source: Widodo & Wardani (2023) modified by researchers, 2024.

## 3. Results

The results of this study include the 4C (critical thinking, communication, collaboration, creativity) abilities of SDN 193 Pekanbaru students in learning Indonesian. Based on the research results, students of SDN 193 Pekanbaru learning Indonesian can use the 4C ability to understand the materials presented by the teacher. Interviews were conducted with teachers and students at SDN 193 Pekanbaru. The data obtained from the results of teacher and student interviews is also complemented by observations carried out directly for 4 weeks. To support the data from the results

of interviews and observations, the researcher analyzed documents such as documentation regarding students' 4C activities in Indonesian language learning. Based on the focus of the research, the research data is described as follows:

### 3.1 Critical Thinking Skills

The critical thinking *ability* of SDN 193 Pekanbaru students in learning Indonesian can usually be developed through story texts or based on materials presented by teachers. In the subject matter, students of SDN 193 Pekanbaru use their critical thinking in identifying problems, analyzing, solving problems, and drawing conclusions related to the topic of the material being discussed. *First*, by identifying problems based on researchers' observations, students of SDN 193 Pekanbaru can use their critical thoughts to recognize and understand the issues presented by the teacher. *Second*, analyzing learning Indonesian in story texts, students of SDN 193 Pekanbaru are usually asked to analyze foreign words, analyze information, observe pictures, and so on; in this case, the researcher observes students who can analyze with their critical thinking skills. Furthermore, *the third is* to solve problems, and critical thinking skills are needed to solve a problem. In this case, the researcher observed that students are not fully able to solve problems, especially inclusion students; students still need to be guided and directed. Then, *fourth*, conclude. This learning activity encourages students to think critically and remember the material that has been learned. The researcher observed that the students of SDN 193 Pekanbaru could not fully conclude using their critical thinking; students must be appointed first, and if they were not appointed, they would be silent.

The results of the researcher's observations were supported by interviews with homeroom teachers at SDN 193 Pekanbaru, which stated that the critical thinking skills of SDN 193 Pekanbaru students at the grade level were different. Lower-grade students are not fully able to develop their critical thinking in learning. In the lower grades (grades II&III), some students immediately understand the material taught by the teacher, but some students take a long time to understand the material. Then, in the high class (IV, V, VI), students' critical thinking skills are quite good; students can think critically in understanding the material and the problems presented by the teacher. In addition, at SDN 193 Pekanbaru, there are also several inclusion students under the guidance of teachers, so these students are not fully able to think critically. In this case, both in the lower grades and in the upper grades, teachers always try to help students develop their critical thinking skills.



**Figure 1.** Critical thinking

Based on **Figure 1**, the subject materials used in Indonesian lessons are story texts and fairy tales, which students of SDN 193 Pekanbaru use as a guideline for critical thinking. Students who think critically can be seen how when students can identify problems, analyze, solve problems, and draw conclusions.

### *3.2 Communication Skills*

Communication skills are one of the basic skills that students must possess and master because, with communication skills, students can convey information and dig up as much information as possible. The communication skills of SDN 193 Pekanbaru students can be described as when students can communicate with the use of intelligible language, clarity, delivery methods, and when students ask questions. *First*, in the use of language, based on the observation of researchers, students of SDN 193 Pekanbaru communicating in the school environment are accustomed to using Indonesian, and especially on Fridays, students are accustomed to speaking Malay as a form of effort to preserve Malay culture. Students of SDN 193 Pekanbaru in the lower and upper grades can use the language well and easily understand it. *Second*, the students of SDN 193 Pekanbaru are transparent in communicating, but in reading activities, there are still students who are unclear in reading. Students are not evident in reading because they have a unique background and are still spelling in reading.

Furthermore, with *the three* delivery methods, SDN 193 Pekanbaru students can convey information confidently and not nervously when communicating. The fourth is asking; in learning Indonesian, teachers always provide space for students to ask about things they do not understand. Asking is also a learning activity that can hone students' communication skills. Based on the observation of the student researcher during Indonesian language learning, always asking questions about material that has not been understood, SDN 193 Pekanbaru students can convey questions clearly so that the teacher and his friends understand what the student is questioning.

The results of the researcher's observations were supported by interviews with homeroom teachers at SDN 193 Pekanbaru, which stated that students could communicate with the people around them; teachers also said that students are accustomed to using Indonesian in communicating. The use of language by students is also good, but some students are still not evident in reading. Thus, it can be concluded that the *communication* skills of SDN 193 Pekanbaru students are quite good, students have communication skills. Although at SDN 193 Pekanbaru, there are still inclusion students with a sense of nervousness and minor stuttering in communicating, this is not a barrier for students to speak in the learning process. Teachers, such as homeroom teachers, always guide and teach students to communicate well and politely.



**Figure 2.** Communication

**Figure 2** shows the activities of SDN 193 Pekanbaru students in the Indonesian learning process; in SDN 193 Pekanbaru, students are always involved in communicating in reading, discussing, presenting, asking questions, answering questions, and conveying ideas/ideas. All of these learning activities help students develop their communication skills.

### *3.3 Collaboration Capabilities*

The ability to collaborate in Indonesian learning at SDN 193 Pekanbaru can be aimed at discussion activities, where students are usually divided into several groups to solve specific topics

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during discussions. The collaboration ability of SDN 193 Pekanbaru students can be described as the ability to collaborate, respect each other, and take responsibility as a group for the assignments given by the teacher. First, collaborating, based on the observation of SDN 193 Pekanbaru students, both in the lower and upper grades, students are very enthusiastic if asked to collaborate; SDN 193 Pekanbaru students can collaborate with their friends. Second, respect each other; during the learning process, students of SDN 193 Pekanbaru are always taught to respect each other. However, in collaborative activities, the researcher observed that students had not shown seriousness in learning; they talked more and joked with their group friends. Third, responsible for SDN 193 Pekanbaru students could complete group assignments. This statement aligns with the results of interviews with homeroom teachers at SDN 193 Pekanbaru, who stated that students can learn to collaborate but still need to be guided so that discussion activities run orderly. In this case, the teacher constantly evaluates the activities that have been carried out; the teacher also always establishes a good relationship with all, instills an attitude of mutual respect for differences, does many activities in groups such as discussions and other activities so that students have good collaboration skills with their friends.



**Figure 3.** Collaboration

**Figure 3** shows student activity while collaborating. All students will be actively involved in these discussion activities. Each group will cooperate by providing each other with information, ideas, or opinions.

### 3.4 Creativity

Creativity is one of the abilities needed by each individual, especially by students at school. The ability of student creativity can be described as being creative in creating new things, creating ideas/ideas, and demonstrating various solutions with creative ideas that have never existed before. *First*, being creative; SDN 193 Pekanbaru students learning Indonesian can create sentences, make story essays, and make discussion reports with their creativity. *Second*, creating ideas/ideas, in creating ideas and ideas, researchers observe that SDN 193 Pekanbaru students are not fully able to use their creativity in creating creative ideas; students still need to be guided and directed by teachers. Then, the third step is to demonstrate various solutions; students with creativity can use their cognitive abilities to determine multiple solutions to problems, and the solution can be in the form of thinking with new ideas. In Indonesian language learning, the researcher observed that lower-grade students cannot fully demonstrate various solutions with their creative ideas, but upper-grade students can already provide creative ideas. The results of the researcher's observations are also in line with the results of interviews with homeroom teachers at SDN 193 Pekanbaru, which stated that SDN 193 Pekanbaru students could be creative, students can create new things with their creativity, but in their application, students must be instructed and guided to do something that requires their creativity, if not guided by some students it is difficult to develop the creativity abilities that exist in Himself.
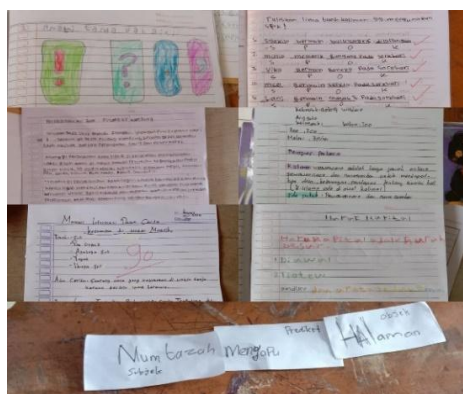
**Figure 4.** Creativity

**Figure 4** shows the results of the Creativity of SDN 193 Pekanbaru students in learning Indonesian. Students make a sentence, story essay, and discussion report using their creativity. In this case, students of SDN 193 Pekanbaru can create and modify new things.

## 4. Discussion
### 4.1 Critical thinking skills

Indonesian Language Learning at SDN 193 Pekanbaru uses story and fairy tale texts to develop students' critical thinking skills. Critical thinking can be seen when students identify, analyze, solve problems, and draw conclusions. Problem identification is the first step in critical thinking, which is essential for understanding a situation. Faroh et al. (2023) explained that at this stage, students are expected to be able to recognize issues or conflicts in stories or fairy tales. By identifying problems, students can understand the core of the issues faced by the characters in the story so that they can focus more on analyzing the storyline.

Analyzing is the next stage for students to divide the story into important parts for deeper understanding. Aprilia and Press (2020) stated that analyzing the story allows students to see how elements such as character, setting, and plot are interrelated. Solving problems is an essential skill in critical thinking. According to Mrizkidirmansyah and Febriandi (2023), students who think critically will find solutions to the conflicts the characters face in the story. In this case, students recognize the problem and are invited to think about how to solve the problem rationally and logically.

Finally, an interesting conclusion is a critical stage that allows students to formulate a moral message or lesson from the story. Sari et al. (2021) stated that this skill helps students connect various pieces of information that have been understood and conclude values or morals that can be applied in everyday life. By developing these four critical thinking skills, learning Indonesian at SDN 193 Pekanbaru helps students understand stories or fairy tales and develop sharper and more analytical thinking skills, which can be helpful in various aspects of life.

### 4.2 Communication skills

In learning Indonesian at SDN 193 Pekanbaru, students are involved in various communication activities: reading, discussing, presenting information, asking, answering questions, and conveying ideas or concepts. All of these activities contribute to developing students' communication skills. According to Gabriella et al. (2023), using language that can be understood well will make it easier for the person being communicated to know what we are saying. Therefore, good communication skills are critical in the learning process.

Furthermore, the ability to communicate also dramatically determines its effectiveness. Yulia (n.d.) stated that clarity is a person's ability to pronounce letters and words clearly, not to confuse the listener. In learning, speaking is critical so students can convey opinions, ideas, or questions that classmates and teachers easily understand.

According to Damayanti et al. (2023), students must be confident in their abilities to become good communicators. Therefore, it is essential for students to always be involved in communication activities. Patricia and Kurniah (2019) explained that asking questions is an essential element that is always present in the communication process during learning activities. Students can develop good communication skills by involving these four sub-indicators of communication skills: speaking, confidently, asking questions, and conveying ideas. These communication skills will help students interact with teachers and classmates and facilitate learning Indonesian.

### 4.3 Collaboration capabilities

In learning activities at SDN 193 Pekanbaru, students are very actively involved in collaborative activities. In discussion activities, all students work together in groups, providing information, ideas, or opinions to each other. This is the opinion of Haribowo (2022), who stated that group collaboration is usually carried out to generate ideas, solve problems, and reach mutually agreed decisions. Through learning that emphasizes collaboration, students are accustomed to working with others, solving problems together, and learning to respect each other and be responsible for the tasks given by the teacher.

According to Firman et al. (2023), students' collaboration skills will run well if they are involved in completing group assignments. This collaboration will run smoothly if students have an attitude of mutual respect. Susanti (2021) explains that mutual respect is an attitude in which someone can accept existing differences and respect group members. This attitude is critical to creating a conducive atmosphere in the group so that collaboration can run effectively.

In addition, through collaborative activities, students also learn to be responsible. According to Sakdiyah et al. (2023), each group member must divide tasks and be accountable for the work done in the group. With cooperation, mutual respect, and commitment to collaborative activities, learning activities at SDN 193 Pekanbaru can run smoothly. Effective collaboration in groups will allow students to achieve learning goals optimally.

### 4.4 Creativity

In Indonesian language learning at SDN 193 Pekanbaru, students show their creativity through various activities, such as making sentences, writing story essays, and making discussion reports with their creative ideas. In this case, students at SDN 193 Pekanbaru can create and modify new things. According to Riyanti et al. (2019), creativity is an individual's trait in producing something new. Students' creative abilities can be seen when they can create new things, develop ideas, and show various solutions with innovative ideas that have never existed.

This is in line with the opinion of Fatmawati (2022), who states that someone with creativity can create new things, both in the form of real works and ideas that have never existed before. In Indonesian language learning, creative students can produce unique works, such as stories or essays containing new, engaging, original ideas.

In addition, students' ability to create ideas and show various creative solutions is also an essential aspect of developing creativity. According to Nella et al. (2021), the ability to create ideas and show diverse solutions can be interpreted as the ability to find interesting and new ideas or ideas. Thus, through learning activities that encourage creativity, students at SDN 193 Pekanbaru can develop their creative skills, generate new ideas, and show various innovative solutions to solving existing tasks or problems.

### 5. Conclusion and Implications

Based on the study's results on the 4C skills (critical thinking, communication, collaboration, creativity) of students at SDN 193 Pekanbaru in learning Indonesian, it can be concluded that students have developed critical thinking, communication, collaboration, and creativity skills well. In critical thinking, students can identify problems, analyze, solve problems, and draw conclusions, although

inclusive students still need guidance. In communication, students are actively involved in reading, discussing, and presenting, although some have difficulty reading. Students can collaborate in collaboration skills but still need direction to improve mutual respect and responsible attitudes. This finding implies the importance of intensive guidance from teachers, especially for inclusive students, to develop 4C skills optimally. Teachers must create a supportive environment, provide more personal direction, and ensure students develop critical thinking, communication, collaboration, and creativity skills.

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