

**THE ROLE OF DIGITAL TECHNOLOGIES
IN STRENGTHENING 4C SKILLS
IN STUDENT TEACHING PRACTICE**

**By
HUSNUL HATIMAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2023 AD/1445 AH**

**THE ROLE OF DIGITAL TECHNOLOGIES
IN STRENGTHENING 4C SKILLS
IN STUDENT TEACHING PRACTICE**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

by
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ABSTRACT

Hatimah, Husnul. 180101030791. *The Role of Digital Technologies in Strengthening 4C Skills in Student Teaching Practice*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Nur Laila Kadariyah, S.Ag., M.Pd. 2023

Keywords: 4C Skills, Digital Technology, Teaching Practice, Merdeka Curriculum

Digital technology plays a significant role in enhancing 4C skills (Critical Thinking, Creativity, Collaboration, and Communication). As highlighted by the Partnership for 21st Century Learning (2007), the role of technology in education is closely linked to the development of the 4C skills, acknowledged as crucial skills to prepare students for an increasingly interconnected and rapidly evolving world. Means, Bakia, and Murphy (2014) emphasize that digital tools not only surpass but also transform conventional teaching methods, offering diverse pathways to develop 4C skills and stimulate self-directed learning.

This research identifies the types of digital technology used to strengthen 4C skills in teaching practices, analyzes the role of technology in enhancing these skills, and explores the challenges faced by five students from the Department of English Education in integrating digital technology in teaching practices. Using a qualitative descriptive approach through classroom observations and data analysis using Miles and Huberman method, the steps are, data reduction, data display and conclusion drawing.

The study finds common digital tools such as Microsoft PowerPoint, Google Translate, YouTube, Google Forms, and Quizizz frequently used in teaching practices. In this context, the research also deeply explores the roles of these tools as facilitators, creative instruments, and drivers of self-directed learning. However, there are technical challenges involving internet connectivity, limited technology infrastructure, and language barriers. Pedagogical challenges, such as student engagement and maintaining their attention on the material, also remain significant. This research underscores the need to address these challenges to effectively harness the potential of digital technology in enhancing teaching practices and fostering 4C skills in teaching practices.

ABSTRAK

Hatimah, Husnul. 180101030791. *The Role of Digital Technologies in Strengthening 4C Skills in Student Teaching Practice*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Nur Laila Kadariyah, S.Ag., M.Pd. 2023

Kata kunci: Keterampilan 4C, Teknologi Digital, Praktek Mengajar, Kurikulum Merdeka

Teknologi digital memiliki peran dalam meningkatkan keterampilan *4C* (*Critical Thinking, Creativity, Collaboration, dan Communication*). Sebagaimana diungkapkan oleh Partnership for 21st Century Learning (2007), peran teknologi dalam pendidikan erat kaitannya dengan pengembangan keterampilan *4C* yang diakui sebagai keterampilan penting untuk mempersiapkan siswa menghadapi dunia yang semakin terhubung dan cepat berubah. Pendapat yang diungkapkan oleh Means, Bakia, dan Murphy (2014) menekankan bahwa alat-alat digital tidak hanya melampaui, namun merambah dan mengubah metode pengajaran konvensional, memberikan ragam jalur untuk mengembangkan keterampilan *4C* dan merangsang semangat pembelajaran mandiri.

Penelitian ini mengidentifikasi jenis-jenis teknologi digital yang digunakan untuk memperkuat keterampilan *4C* dalam praktek mengajar, menganalisis peran teknologi dalam penguatan keterampilan tersebut, serta menggali kendala yang dihadapi oleh lima mahasiswa dari Departemen Pendidikan Bahasa Inggris dalam mengintegrasikan teknologi digital ke dalam praktik pengajaran. Melalui pendekatan deskriptif kualitatif melalui observasi kelas dan data analisis menggunakan metode dari Miles dan Huberman, langkah-langkahnya adalah, reduksi data, penyajian data dan penarikan kesimpulan.

Penelitian ini menemukan alat-alat digital umum seperti Microsoft PowerPoint, Google Translate, YouTube, Google Forms, dan Quizizz yang kerap digunakan dalam praktik pengajaran. Dalam konteks ini, penelitian juga mengulas secara mendalam peran alat-alat ini sebagai fasilitator, instrumen kreatif, dan pendorong pembelajaran mandiri. Meski demikian, terdapat tantangan teknis yang melibatkan konektivitas internet, keterbatasan infrastruktur teknologi, dan hambatan bahasa. Tantangan pedagogis seperti keterlibatan siswa dan mempertahankan perhatian mereka terhadap materi juga menjadi fokus utama. Penelitian ini menekankan perlunya mengatasi kendala-kendala ini guna secara optimal memanfaatkan potensi teknologi digital dalam meningkatkan praktik pembelajaran dan keterampilan *4C* dalam praktek mengajar.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ: الصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا
مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Role of Digital Technologies in Strengthening 4C Skills in Student Teaching Practice”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express her deepest appreciation and gratitude that have enriched this academic endeavor to:

1. Dr. H. Hamdan, M.Pd., as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the administrative matters.
2. Afifah Linda Sari, S.S, M.Pd., as the Head of English Education Department for the assistance and motivation.
3. Hidayah Nor, M.Pd. as the Secretary of English Education Education Department for the assistance, help and motivation.
4. My academic advisor, Dra. Andi Irlina, M.Hum., and my thesis advisor, Nur Laila Kadariyah, S.Ag., M.Pd., for the guidance, suggestions, assistance, improvement, and encouragement.
5. All lecturers and assistants in faculty of Tarbiyah and Teacher Training for the priceless knowledge.
6. The Head of the Library of Antasari State Islamic University and his staff who

providing the facilities and essential information in this study.

7. The school principals and teachers at MAN 1 Banjarmasin, MAN 3 Banjarmasin, MTSN 2 Banjarmasin, and MTSN 3 Pemurus Dalam for graciously granting permission and cooperation during the observational phase of this research. Their willingness to participate and the assistance provided were invaluable to the success of this study.
8. The pre-service teachers who willingly participated in the research. Their cooperation and contributions greatly enriched the data, and their involvement is sincerely appreciated.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Jumadil Awal, 26th 1445 A.H
December, 11th 2023 A.D

Husnul Hatimah

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