

EVALUATION OF THE IMPLEMENTATION OF 4C SKILLS AT THE SURABAYA CITY OTKP SKILLS COMPETENCY VOCATIONAL SCHOOL

Fitriana Rahmawati¹, Brillian Rosy², Lifa Farida Panduwinata³, Farhat Haque⁴

^{1,2,3} Faculty of Economics and Business, Universitas Negeri Surabaya

⁴ Human Resource Management, Xavier School of Management Jamshedpur
email: fitrianarahmawati@unesa.ac.id

ABSTRACT

The 4C skills (Creative Thinking, Critical Thinking, Problem-Solving, Communication, and Collaboration) are needed in the 21st century to support learning and prepare students to compete in the labour market. This study aims to determine the implementation of 4C skills in productive subjects of competency skills for Vocational High Schools (SMK) Otomatisasi dan Tata Kelola Perkantoran (OTKP) in 17 schools in Surabaya City. This evaluation research uses the CIPP method (Context, Input, Process, Product). The method used is a combination method (Mix Methods). The results showed that the suitability of applying the 4C skills at the Surabaya City OTKP Skills Competency Vocational School for each aspect of context, input, process, and product was in the high category. In addition, from the results of documentation and observation in the learning process, the teacher has carried out the four aspects of 4C skills. It can be concluded that the application of 4C skills has been going well.

Keywords: *Evaluation, competency skills, 4C skills, vocational high school*

Received: 09 Mei 2023

Accepted: 25 Juni 2023

Published: 30 Juni 2023

INTRODUCTION

The concept of 21st-century education is learning that was originally traditional into modern education to ensure students have the knowledge, high learning and innovation skills, and skills in using technology to search for information and survive by using skills and improving life skills (Suastini, 2020). 4C-based learning in its implementation includes critical thinking and problem-solving, creativity and innovation, communication, and collaboration in every learning activity. Each student owns different ways of learning, and the teacher, as an educator, tries to find ways to help students learn effectively. Implementing student learning must hone

skills and improve learning to overcome global challenges, such as critical thinking skills and the ability to communicate effectively, innovate and solve problems through negotiation and collaboration. However, from a pedagogical perspective, it has yet to be adapted to address these challenges. Even though the implementation of the 2013 curriculum has been implemented in all schools, there are still schools that still need help, and there are schools that have implemented it well.

The skills and competencies needed in the 21st century several previous studies have explained that 4C skills are the main skills needed in the 21st century. Another study (Bishop, 2010) found that around 80% of Americans know the need to improve and develop skills in the workplace. In this study, employers who filled out the questionnaire revealed that more than 50% of applicants who had just graduated or fresh graduates needed to gain the ability in communication skills both orally and in writing, ethics, and problem-solving skills. The framework contains four main skills, namely critical thinking, collaboration, communication, and creativity, known as the 4C skills. Similar research conducted by Voogt & Roblin (2012) shows that the 21st-century skills needed to improve students' skills are critical thinking, communication, collaboration, and creativity. 4C skills can support learning and prepare students to compete in the labour market in particular. In addition, 4C skills are also used when students continue their studies in higher education or entrepreneurship.

Schools as educational institutions are expected to be able to carry out the learning process appropriately to help foster potential and competent students. This means that the learning process must be able to optimise the development of student competencies and ensure that students can live, work, and participate in the 21st century (Rose and Malcolm, 2014; Helmawati, 2019).

Vocational education produces graduates with three outcomes in the form of students who work both in the industrial and business world, students who can continue to higher education or students who are capable of entrepreneurship. The ability of students to achieve at least one of the three outcomes is not only measured by student learning outcomes. The success of education in the 21st century can be measured by the readiness and success of students in dealing with a problem. Problem-solving can occur when students carry out practical work in the laboratory and fieldwork (PKL).

Based on interviews with members of the MGMP SMK Competency Skills OTKP, information was obtained that during online learning, students could not do their learning optimally; for example, they could not use the laboratory at school. School laboratories, especially computer and office laboratories, can be a place for student practice. Students cannot use office equipment directly. The implementation of street vendors is also unable to run optimally because the location of the street vendors implements a picket system by carrying out work at home or work from home and in the office or work from the office. Related to this, teachers try to maximise online learning to achieve learning objectives. So that when students graduate, they have sufficient skills to compete in the world of work.

In addition to the above, research by Selman and Jaedun (2020) shows that the application of 4C skills in learning Indonesian has been carried out well, with 72% of students stating that their teachers have applied 4C skills well. The lesson plan uses 4C skills in the very good category, namely 91%, while the remaining 9% needs to be more appropriate.

Another research was conducted by Supena. et al. (2021), the results of the study show that the effect of the 4C learning model on student learning outcomes has shown significant values in the cognitive, psychomotor, and affective domains. The author suggests applying the 4C learning model, which will affect student learning outcomes.

Based on the description above, shows the need for research on evaluating the implementation of 4C skills for OTKP skill competency teachers in the city of Surabaya. This study aims to obtain information about the implementation of the 4C skills, namely Context, Input, Process, and Product (CIPP), as well as supporting and inhibiting factors for program implementation. The results of the research will be useful for teachers and schools to improve the activities that have been carried out and perfect the learning activities that will be carried out in the future.

RESEARCH METHOD

This study uses the CIPP evaluation method (Context, Input, Process, Product) developed by Stufflebeam (2003). The method used is a combination method (Mix Methods). The combination of quantitative and qualitative data strengthens, proves, expands, and deepens the quantitative data that has been carried out.

The research was conducted from August to September 2022. The population for this study was all OTKP Vocational High School Competency teachers in Surabaya. The population of SMK OTKP Skills Competency teachers is 88 people. The research sample was taken using a nonprobability sampling method with a saturated sampling technique. So the entire population will be used as a research sample and fill out the questionnaire.

The research procedure carried out was by distributing questionnaires to OTKP competency teachers at 17 public and private SMKs throughout Surabaya. Qualitative data was obtained through interviews, observation, and documentation. This study used a questionnaire distributed offline and online via Google Forms. This study does not differentiate between independent and dependent variables. The data collected as variables are as follows,

1. Context Variable (context)

This variable describes the suitability of implementing 4C skills at OTKP Skills Competency Vocational Schools in the city of Surabaya in terms of context. The context aspect is measured from learning planning, (Stufflebeam, 2003; Suharsimi, 2014; Warli et al., 2013, 2019; Lestari et al., 2017). Information and data regarding the context component were obtained through documentation and surveys using items measured by a Likert scale with four alternative answer choices, namely 1 = "strongly disagree" to 4 = strongly agree.

2. Input Variable (*input*)

This variable describes the suitability of implementing the 4C skills at the OTKP Skills Competency Vocational High School in the city of Surabaya in terms of the input aspect. The input aspect is measured from 2 teacher competencies, namely 1) Pedagogic Competence; and 2) Professional Competence (Stufflebeam, 2003; Suharsimi, 2014; Warli et al., 2013; Pratiwi et al., 2019; Lestari et al., 2017). Information and data regarding input components were obtained through a survey using items measured by a Likert scale with four alternative answer choices, namely 1 = "strongly disagree" to 4 = strongly agree."

3. Process Variable (*process*)

This variable describes the suitability of the implementation of 4C skills at the OTKP Skills Competency Vocational High School in the city of Surabaya in terms of the process aspect. Process aspects are measured from the learning process in the classroom, namely 1) Implementation of Learning; 2) Learning Evaluation; (Stufflebeam, 2003; Warli et al., 2013; Pratiwi et al., 2019; Lestari et al., 2017). Information and data regarding the process component were obtained through observation and surveys using items measured by a Likert scale with four alternative answer choices, namely 1 = "strongly disagree" to 4 = strongly agree."

4. Product Variable (*product*)

This variable describes the suitability of implementing 4C skills at OTKP Skills Competency Vocational High Schools in the city of Surabaya in terms of the product aspect. Product aspects are measured based on evaluation activities in productive subjects (Warli et al., 2013; Lestari et al., 2017). Information and data regarding product components are obtained through observation and surveys using items measured on a Likert scale with four alternative answer choices, namely 1 = "strongly disagree" to 4 = strongly agree".

RESULTS AND DISCUSSION

Results

Characteristics of Respondents

Respondents in this study were OTKP expertise competency teachers in Surabaya, totalling 88 people. Data collection was carried out by distributing offline and online questionnaires using Google Forms Following are the characteristics of the respondents in this study,

Table 1.
Characteristics of Respondents

	Frequency	Percentage (%)
Age		
21 – 40 year	22	25
41 – 59 year	66	75

	Frequency	Percentage (%)
Gender		
Man	19	21,6
Women	69	78,4
Teaching Experience		
< 5 year	10	11,4
≥ 5 year	78	88,6
Education		
Bachelor	68	77,3
Masters	20	22,7

Source: processed data

Based on the table above, it is known that respondents aged 21-40 years were 25%, and aged 41-59 years were 75%. Respondents were 21.6% male and 78.4% female. Respondents with teaching experience < 5 years were 11.4%, and ≥ 5 years were 88.6%. Furthermore, respondents with undergraduate education were 77.3%, and masters were 22.7%.

Instrument Validity and Reliability Test

a. Instrument Validity Test

Validity is a measure that shows an instrument's validity or validity levels. The instrument is said to be valid if the questions or statements on the questionnaire reveal something that is being measured. To test the level of validity using the product moment formula.

Table 2.
Instrument Validity Results

Variable	Aspect	Number of questions	The number of items is not valid	The number of valid questions
Context	Learning planning	20	1	19
Input	Pedagogic competence	34	4	30
	Professional competence	31	3	28
Process	Implementation	24	2	22
Output	Evaluation	30	2	28

Source: processed data

Based on the results of the instrument try-out, one item failed in the lesson plan; two items fell on the implementation of learning; two items failed in the evaluation of learning; three items failed on pedagogic competence, and four items failed on

professional competence. Items that failed were not included in the retrieval of research data.

b. Instrument Reliability Test

Reliability can show in the sense that the instrument can be trusted as a data collection tool. To test the reliability, Cronbach's alpha formula is used. A variable is reliable if it gives a Cronbach's alpha value ≥ 0.6 (Arikunto, 2013).

Based on the instrument test on 36 teachers, it obtained an alpha coefficient of 0.858 in lesson planning; 0.995 on the implementation of learning; 0.983 on learning evaluation; 0.998 on pedagogic competence, and 1.025 in professional competence. These results indicate that the research instrument is reliable and can be used.

Description of Research Results Data

Processing research data from the answers obtained from the teacher to the statements submitted and the data obtained in the form of quantitative data. The data is presented as a whole from the research that has been done by compiling a frequency distribution table with the formula below.

- 1) Calculating the Number of Class Intervals
 $K = 1 + 3,3 \log n$
- 2) Calculating Data Range
Data range = the biggest data – the smallest data
- 3) Calculating the Class Length
Class length = Data range: number of class intervals
- 4) Calculate percentages
 $DP = \frac{n}{N} \times 100\%$ (Sugiyono, 2013)

After obtaining the frequency distribution table, calculations are carried out to find the categorisation values and distribution tables with the formula below.

- 1) Calculation of Ideal Mean Value (M_i) and Ideal Standard Deviation (SD_i)
 - a) Ideal Mean Value (M_i)
 - b) Ideal Standard Deviation (SD_i)
 - 2) Category Restrictions
 - a) Very high = $X \geq M_i + 1,5 SD_i$
 - b) High = $M_i + 0,5 SD_i \leq X < M_i + 1,5 SD_i$
 - c) Middle = $M_i - 0,5 SD_i \leq X < M_i + 0,5 SD_i$
 - d) Low = $M_i - 1,5 SD_i \leq X < M_i - 0,5 SD_i$
 - e) Very low = $X < M_i - 1,5 SD_i$
- Source: Azwar (2012)

Next, a table of frequency distribution and categorization for each indicator is presented, namely Context, Input, Process, and Output as below.

a. Description of the Implementation of 4C skills from the Context aspect

Table 3.

Distribution of 4C Skill Implementation from the Context Aspect

Category	intervals	Frequency	Frequency (%)
Very low	$X \leq 23.8$	0	0
Low	$23.8 < X \leq 39.6$	0	0
Middle	$39.6 < X \leq 55.4$	0	0
High	$55.4 < X \leq 71.3$	78	88,6
Very high	$X > 71.3$	10	11,4

Based on the table above, there are 78 teachers in the high category for implementing 4C skills from the context aspect with a percentage of 88.6%. 10 teachers in the very high category for implementing 4C skills from the Context aspect with a percentage of 11.4%. The data shows that the implementation of the 4C skills from the Context aspect is in the high category.

A more detailed description of the implementation of 4C skills from the Context aspect is presented graphically in the following pie chart.

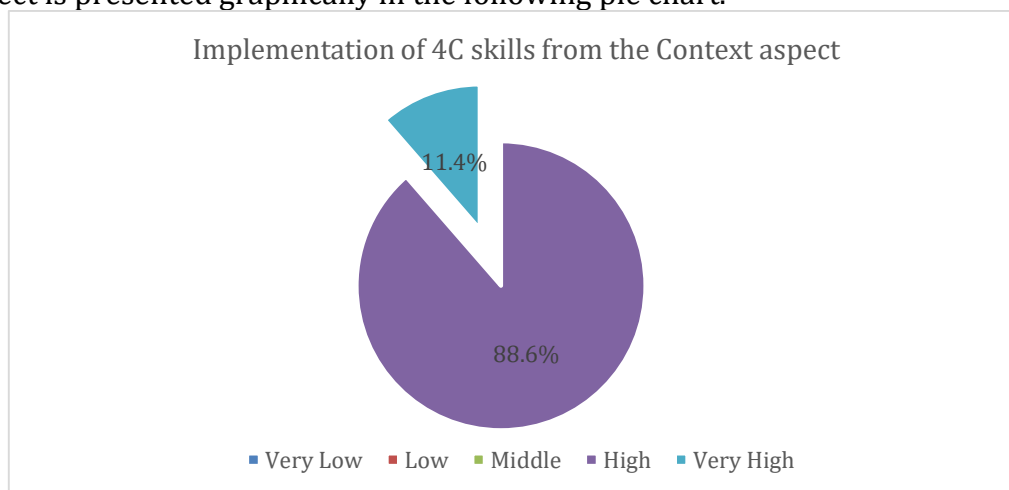


Figure 1.

Distribution Diagram of the Implementation of 4C Skills from the Context Aspect

The picture above shows that the implementation of the 4C skills from the Context aspect is in the high category with a percentage of 88.6%, namely at intervals of $55.4 < X \leq 71.3$. The implementation of 4C skills from the Context aspect is also supported by proof of lesson plan documentation made by the teacher. The RPP made is oriented toward learning the 2013 curriculum. The RPP contains core competencies, basic competencies, competency achievement indicators, learning objectives, material descriptions, models/methods, media, learning tools used, learning activities, time allocation, and authentic assessment.

b. Description of the Implementation of 4C skills from the Input aspect

Table 4.

Distribution of the Implementation of 4C Skills from the Input Aspect

Category	Intervals	Frequency	Percentage (%)
Very low	$X \leq 71.3$	0	0
Low	$71.3 < X \leq 118.8$	0	0
Middle	$118.8 < X \leq 163.3$	0	0
High	$163.3 < X \leq 213.8$	86	97,7
Very high	$X > 213.8$	2	2,3

Based on the table above, there are 86 teachers in the high category for implementing 4C skills from the input aspect with a percentage of 97.7%. 2 teachers in the very high category for implementing 4C skills from the input aspect with a percentage of 2.3%. The data shows that the implementation of 4C skills from the input aspect is in the high category.

A more detailed description of the implementation of 4C skills from the input aspect is presented graphically in the following pie chart,

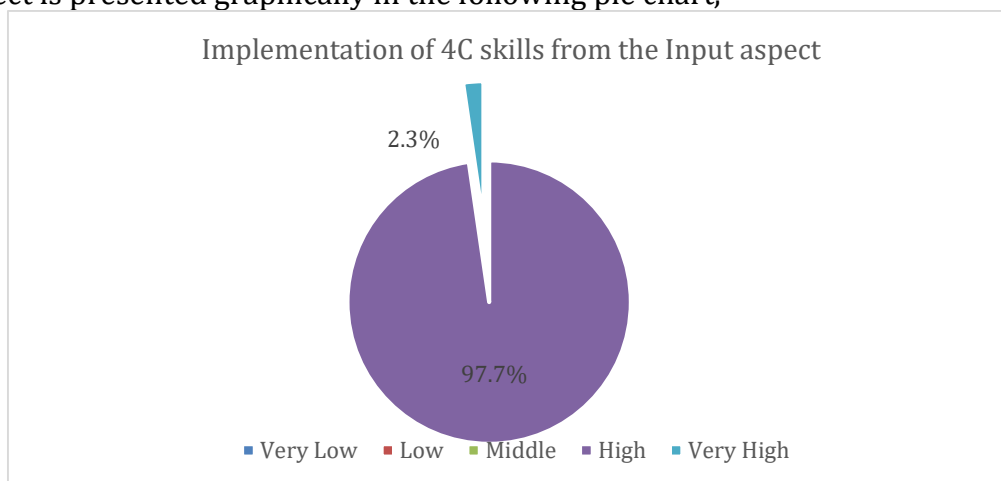


Figure 2.

Distribution Diagram of the Implementation of 4C Skills from the Input Aspect

The picture above shows that the implementation of the 4C skills from the input aspect is in the high category with a percentage of 97.7%, namely at intervals of $163.3 < X \leq 213.8$.

c. Description of the Implementation of 4C skills from the Process aspect

Table 5.

Distribution of the Implementation of 4C Skills from the Process Aspect

Category	Intervals	Frequency	Percentage (%)
Very low	$X \leq 27.5$	0	0
Low	$27.5 < X \leq 45.8$	0	0
Middle	$45.8 < X \leq 64.2$	6	6,8
High	$64.2 < X \leq 82.5$	57	64,8
Very high	$X > 82.5$	25	28,4

Based on the table above, there are 6 teachers in the medium category for implementing 4C skills from the Process aspect with a percentage of 6.8%. 57 teachers are in the high category for implementing 4C skills from the Process aspect with a percentage of 64.8%. 25 teachers in the very high category for implementing 4C skills from the Process aspect with a percentage of 28.4%. The data shows that the implementation of 4C skills from the Process aspect is in the high category.

A more detailed description of the Implementation of 4C skills from the Process aspect is presented graphically in the following pie chart.

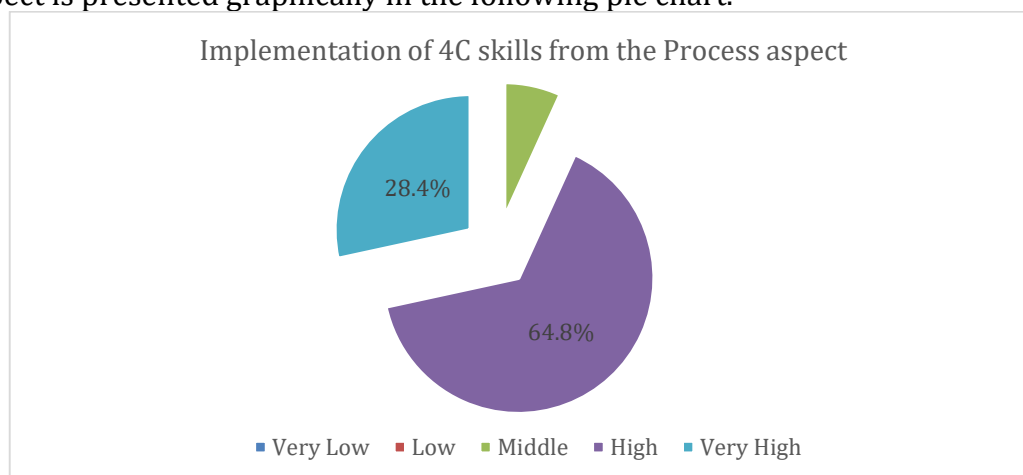


Figure 3.

Distribution Diagram of the Implementation of 4C Skills from the Process Aspect

The picture above shows that the implementation of the 4C skills from the Process aspect is in the high category with a percentage of 64.8%, namely at the interval $64.2 < X \leq 82.5$. The implementation of 4C skills from the Process aspect is also supported by the results of observations which show that the learning process has been implemented starting from the opening, core, and closing activities. 4C skills can be seen in discussions, questions and answers, and presentations.

d. Description of the implementation of 4C skills from the Product aspect

Table 5.

Distribution of the Implementation of 4C Skills from the Product Aspect

Category	Intervals	Frequency	Percentage (%)
Very low	$X \leq 35$	0	0
Low	$35 < X \leq 58.3$	0	0
Middle	$58.3 < X \leq 81.7$	5	5,7
High	$81.7 < X \leq 105$	66	75
Very high	$X > 105$	17	19,3

Based on the table above, there are 5 teachers in the medium category for implementing 4C skills from the Product aspect with a percentage of 5.7%. 66 teachers in the high category for the implementation of 4C skills from the Product aspect with a percentage of 75%. 17 teachers in the very high category for the implementation of 4C skills from the Product aspect with a percentage of 19.3%. The data shows that the implementation of 4C skills from the Product aspect is in the high category.

A more detailed description of the implementation of 4C skills from the Product aspect is presented graphically in the following pie chart.

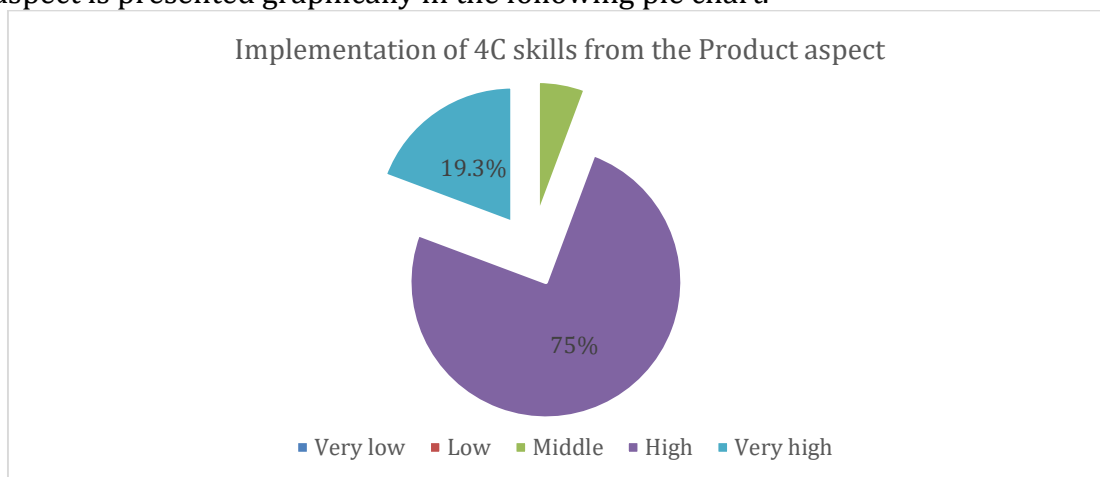


Figure 4.

Distribution Diagram of the Implementation of 4C Skills from the Product Aspect

The picture above shows that the implementation of the 4C skills from the Product aspect is in the high category with a percentage of 75%, namely at intervals of $81.7 < X \leq 105$. The implementation of 4C skills from the Product aspect is also supported by the results of observations which show that the teacher has carried out formative assessment activities and provided feedback or feedback on the results of student work.

Discussion

Implementation of 4C Skills from The Context Aspect

The 4C skills from the Context aspect are seen from the learning planning stage carried out by the teacher. Lesson planning is the preparation of learning implementation plans (RPP) and the preparation of media and learning resources, learning assessment tools, and learning scenarios. Without a plan, the learning process will not run optimally. Plans are made to suit the objectives that have been determined in this case the learning objectives to be carried out.

RPP is made based on student development (Baro'ah, 2020), compiled as a teacher's guide in carrying out learning in the classroom. Learning in the classroom can run effectively through the preparation of a mature lesson plan (Meylani et al., 2018). This RPP is oriented toward learning the 2013 curriculum. This RPP contains core competencies, basic competencies, competency achievement indicators, learning objectives, description of material, models/methods, media, learning tools used, learning activities, time allocation, and authentic assessment.

In this study, the aspects of lesson planning include the preparation of a complete and systematic lesson plan. RPP must pay attention to several indicators, namely 1) Conformity between the basic competencies of KI3 and KI4, 2) Conformity of the formulation of achievement indicators with basic competencies, 3) Clarity and suitability of learning materials with indicators and basic competencies to be achieved, 4) Conformity of learning strategies (methods and approaches) with achievement indicators, 5) Clarity of learning strategies (steps of learning activities) with indicators to be achieved, 6) Learning scenarios (steps of learning activities) describe active learning and reflect scientific learning, 7) Assessment includes aspects -aspects of the basic competencies of KI3 and KI4 that must be achieved, 8) Compatibility of assessment techniques with indicators to be achieved, 9) Completeness of assessment tools (questions, answer keys, assessment rubrics), 10) Appropriate closing activities in learning. The 4C skills, namely critical thinking and problem-solving, creativity and innovation, communication, and collaboration, can already be seen in the lesson plans made by the teacher.

From the results of data processing, there were 78 teachers in the high category for implementing the 4C skills from the context aspect with a percentage of 88.6%. 10 teachers in the very high category for implementing 4C skills from the Context aspect with a percentage of 11.4%. The data shows that the implementation of the 4C skills from the Context aspect is in the high category. This is in line with Aziz's research (2018) which confirms that learning planning focuses on developing the quality of education and the quality of student skills. Thus, the teacher is ready to design learning by applying the 4C skills in lesson plans.

Implementation of 4C Skills from The Input Aspect

The 4C skills from the Input aspect are seen from the pedagogic and professional competencies possessed by the teacher. Teacher competence can be defined as mastery of knowledge, skills, values , and attitudes reflected in the habits of thinking

and acting in the profession as a teacher. Pedagogic competence is an ability related to understanding students and managers of educational and dialogic learning. Understanding of students and management of learning can be seen and felt by students in learning activities. Meanwhile, professional competence is an ability related to broad and in-depth mastery of learning material in the field of study which includes mastery of the substance of the content of the subject matter curriculum in schools and the scientific substance that overshadows the curriculum material, as well as adding scientific insight as a teacher. Teachers are required to master not only their scientific fields but other fields of science that cover them.

From the results of data processing, there were 86 teachers in the high category for implementing 4C skills from the input aspect with a percentage of 97.7%. 2 teachers in the very high category for implementing 4C skills from the input aspect with a percentage of 2.3%. The data shows that the implementation of 4C skills from the input aspect is in the high category. This is in line with Ekayana & Ratnaya (2022) that the input aspect influences and contributes to success in the learning process, including material and teacher quality in providing teaching. Thus, the teacher is ready to implement the 4C skills in learning activities in the classroom.

Implementation of 4C Skills from The Process Aspect

The 4C skills from the Process aspect are seen from the implementation stage of the learning carried out by the teacher. Learning is a form of activity carried out by teachers and students by establishing educational communication using certain strategies, approaches, principles, and methods to achieve effective and efficient learning objectives based on plans (RPP) that have been made previously. The implementation of learning in this study is grouped into 3 parts, namely 1) Pre-Learning, 2) Core Learning Activities, and 3) Closing.

Pre-learning consists of two activities, including activities 1) preparing students, classes, and learning tools and 2) carrying out apperception activities. The Core Learning Activities contain several aspects, namely 1) mastery of learning materials, 2) learning approaches, 3) learning resources, 4) Learning that triggers student involvement, and 5) use of language. An indicator of mastery of learning material that many teachers forget is associating the material with other relevant knowledge.

Implementation of learning in the closing stage consists of reflection and follow-up. Of the two activities that are forgotten by the teacher is the implementation of follow-up by giving directions and or assignments as part of remedial and enrichment. This is relevant to previous research from Ekayana (2022) which emphasizes the process aspect where there is scoring and feedback related to the expected implementation process. Recognizing inappropriate outcomes caused by inadequate strategies or other factors (Rocha et al., 2022; Stufflebeam & Coryn, 2014).

From the results of data processing, there are 6 teachers in the medium category for implementing 4C skills from the Process aspect with a percentage of 6.8%. 57

teachers are in the high category for implementing 4C skills from the Process aspect with a percentage of 64.8%. 25 teachers in the very high category for implementing 4C skills from the Process aspect with a percentage of 28.4%. The data shows that the implementation of 4C skills from the Process aspect is in the high category.

Based on the results of observations, researchers can conclude that the learning process on indicators of implementing 4C skills has been running optimally. In the implementation of learning which is the realization of the lesson plan, students have applied 4C skills (critical thinking and problem solving, creativity and innovation, communication, and collaboration) such as discussion, question and answer, and presentation activities.

Implementation of 4C Skills from The Product Aspect

The 4C skills from the product aspect are seen from the evaluation stage of the learning carried out by the teacher. The assessment process is carried out on all aspects, namely cognitive aspects, affective aspects, and psychomotor aspects. Cognitive aspects relate to the ability to think, affective aspects relate to character, behavior, and interests, while psychomotor aspects relate to physical activities carried out by students.

One of the characteristics of assessment in the 2013 curriculum is authentic assessment. Assessment does not only look at the final results of students but also the learning process and student learning outcomes. To assess all of these competencies, teachers are required to master various assessment techniques.

From the results of data processing, there are 5 teachers in the medium category for implementing 4C skills from the Product aspect with a percentage of 5.7%. 66 teachers in the high category for implementing 4C skills from the Output aspect with a percentage of 75%. 17 teachers in the very high category for implementing 4C skills from the Output aspect with a percentage of 19.3%. The data shows that the implementation of 4C skills from the Product aspect is in the high category.

Formative assessment aims to determine the development or progress of student learning during the teaching and learning process, to provide feedback for improving learning programs, and to find weaknesses in students who need improvement so that student learning outcomes and teacher learning processes are better. Formative assessment is carried out by asking questions without overriding summative assessment.

Overall the implementation of 4C skills from the Product aspect has been implemented and running. This can be seen during learning activities, the teacher not only gives assessments and shares the results of the assessment but also provides useful feedback for the development of students' 4C skills. This is supported by Umam & Saripah (2018), that the product aspect focuses on the benefits received by students and the assessment of the success of learning activities for teachers in meeting the targets that have been designed.

CONCLUSION

Based on the results and discussion of the research, the following conclusions can be drawn, 1) Appropriateness of the implementation of 4C skills at OTKP Competency Vocational High Schools in the city of Surabaya in terms of the input aspect is in the high category with a percentage of 97.7%; 2) The suitability of the implementation of 4C skills in OTKP Skills Vocational Schools in the city of Surabaya in terms of the process aspect is in the high category with a percentage of 64.8%; 3) Appropriateness of the implementation of 4C skills at OTKP Competency Vocational High Schools in the city of Surabaya in terms of the process aspect is in the high category with a percentage of 64.8%; and 4) Appropriateness of the implementation of 4C skills at OTKP Vocational Schools in the city of Surabaya in terms of the product aspect in the high category with a percentage of 75%. In addition, from the results of documentation and observation in the learning process, the teacher has carried out the four aspects of 4C skills. So it can be concluded that the application of 4C skills has been running properly.

Furthermore, based on the results of research, discussion, and conclusions, the following suggestions can be drawn: 1) Implementation of 4C skills from the Process aspect, there are 6 teachers in the medium category with a percentage of 6.8%. This shows the need for efforts to maximize the learning process by increasing the active role of the teacher in the classroom by carrying out the learning process that has been contained in the lesson plan; and 2) Implementation of 4C skills from the Product aspect, there are 5 teachers in the medium category with a percentage of 5.7%. This shows the need for efforts to maximise the evaluation process, which not only provides an assessment but also provides feedback from the results of the assessment.

REFERENCES

- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. *Journal of Education and Educational Development*, 5(1), 189.
- Azwar, S. (2012). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar.
- Bahasoan, A. N., Wulan Ayuandiani, Muhammad Mukhram, & Aswar Rahmat. (2020). Effectiveness of Online Learning in Pandemic Covid-19. *International Journal of Science, Technology & Management*, 1(2), 100–106.
- Baro'ah, S. (2020). Kebijakan Merdeka Belajar Sebagai Peningkatan Mutu Pendidikan. *Jurnal Tawadhu*, 4(1), 1063–1073.

- Bishop, J. (2010). Partnership of 21 St. Century Skills Century Competences: Implications for National Curriculum Policies. *Journal Curriculum Studies*, 44(3), 299-321.
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.
- Ekayana, A. A. G., & Ratnaya, I. G. (2022). Evaluasi Kurikulum Program Sarjana Sistem Komputer Menggunakan Model CIPP Stufflebeam. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(3), 366-376.
- Erdogan, V. (2019). Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes Vacide Erdoğan. *International Journal of Education and Research*, 7(11), 113-124.
- Fahim, M., & Pezeshki, M. (2012). Manipulating Critical Thinking Skills in Test Taking. *International Journal of Education*, 4(1), 153-160.
- Farsi, M. (2014). Stufflebeam's CIPP Model & Program Theory: A Systematic Review. *International Journal of Language Learning and Applied Linguistics World*.
- Helmawati. (2019). *Pembelajaran dan Penilaian Berbasis HOTS*. Bandung: PT. Remaja Rosdakarya
- Hidayatullah, Z., Wilujeng, I., Nurhasanah, N., Gusemanto, T. G., & Makhrus, M. 2021. Synthesis of the 21st Century Skills (4C) Based Physics Education Research in Indonesia. *JIPF (Jurnal Ilmu Pendidikan Fisika)*, 6(1), 88.
- Kembara, M. D., Rozak, R. W. A., & Hadian, V. A. (2019). Based Lectures to Improve Students' 4C (Communication, Collaboration, Critical Thinking, and Creativity) Skills. *In International Symposium on Social Sciences, Education, and Humanities (ISSEH 2018)* (pp. 22-26). Atlantis Press.
- Lestari, S., Rosana, D., & Supahar. (2017). The Development of CIPP Evaluation Model Instruments on the Application of Science Project Learning Assessment. *In ICRIEMS Conference Proceedings*. The Faculty of Mathematics and Natural Sciences, UNY.
- Meylani, V., Putra, R. R., & Ardiansyah, R. (2018). Pengembangan Lembar Kerja Peserta Didik (LKPD) dan Pengayaan Materi Biologi Dalam Mata Pelajaran IPA Sesuai Kurikulum Nasional Bagi Guru IPA di Lingkungan SMP / Sederajat Se-Kota Tasikmalaya. *Jurnal Pengabdian Siliwangi*, 4(1), 13-17.
- Nisha, N., Naveen, N., & NeetuJora, M. (2021). Perception of Online Learning Among College Students: A Systematic. *International Journal of Modern Agriculture*, 10(1), 1142-1149.

- Partono, P., Wardhani, H. N., Setyowati, N. I., Tsalitsa, A., & Putri, S. N. (2021). Strategi Meningkatkan Kompetensi 4C (Critical Thinking, Creativity, Communication, & Collaborative). *Jurnal Penelitian Ilmu Pendidikan*, 14(1), 41-52.
- Pratiwi, M., Ridwan, R., & Waskito, W. (2019). Evaluasi Teaching Factory Model CIPP. *Jurnal Imiah Pendidikan dan Pembelajaran*, 3(3), 414-421.
- Ritter, S. M., & Mostert, N. (2017). Enhancement of Creative Thinking Skills Using a Cognitive-Based Creativity Training. *Journal of Cognitive Enhancement*, 1(3), 243-253.
- Rocha, A. C., Silva, M., & Duarte, C. (2022). How is Sexuality Education for Adolescents Evaluated? A Systematic Review Based on the Context, Input, Process, and Product (CIPP) model. *Sex Education*, 22(2), 198-216.
- Rose, C & Malcon. (2014). *Accelerated Learning: For the 21st Century "Cara Belajar Cepat Abad 21"*. Bandung: Nuansa Cendikia.
- Selman, Y. F., & Jaedun, A. (2020). Evaluation of The Implementation of 4C Skills in Indonesian Subject at Senior High Schools. *Jurnal Pendidikan Indonesia*, 9(2), 244-257.
- Stufflebeam, & Coryn. (2014). *Evaluation, Theory, Models, & Application* (Second, Vol. 59). Jossey-Bass.
- Stufflebeam, D. L. (2007). CIPP Evaluation Model Checklist.
- Suastini, N. L. P. (2020). Implementasi Pembelajaran Berbasis 4C oleh Guru Bahasa Jepang di SMA Negeri 2 Semarang. *Doctoral Dissertation*, Universitas Pendidikan Ganesha.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta
- Supena, I., Darmuki, A., & Hariyadi, A. (2021). The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes. *International Journal of Instruction*, 14(3), 873-892.
- Umam, K. A., & Saripah, I. (2018). Using the Context, Input, Process, and Product (CIPP) Model in the Evaluation of Training Programs. *International Journal of Pedagogy and Teacher Education*, 2(7), 183-194.
- Voogt, J. & Roblin, N. P. (2012). A Comparative Analysis of International Frameworks for 21st.

Warli, D. (2013). Evaluasi Proses Pembelajaran Matematika Berorientasi 4C Berdasarkan Kurikulum 2013 di Kelas X SMAN 1 Maros. *Doctoral Dissertation*, Universitas Negeri Makassar.

Wong, J., Baars, M., Davis, D., Van Der Zee, T., Houben, G. J., & Paas, F. (2019). Supporting Self-Regulated Learning in Online Learning Environments and MOOCs: A Systematic Review. *International Journal of Human-Computer Interaction*, 35(4–5), 356–373.